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DIFFERENTIATED STAFFING FOR
URBAN SCHOOLS

A Dissertation Presented

by

Bobby F. Gentry

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

February
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1972
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Major Subject Urban Education

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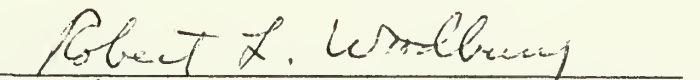
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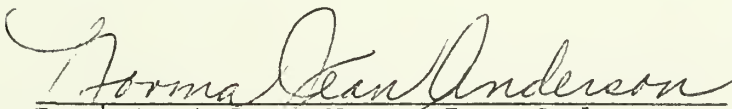
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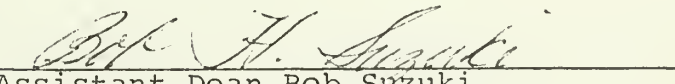
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Dedicated to
Willie and Velma Gentry

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PREFACE

Urban schools have failed. Most minority parents want an educational system that will work for their children, and urban schools have proved otherwise. The attitudes of parents concerning urban education is important since home life is a significant factor in determining things such as attendance, motivation, and achievement.

When parents asked why their children were failing, educators excused their failures by labelling the children "disadvantaged". Many parents that waited for compensatory education and desegregation to bring changes became dissatisfied and realized that the problem may lie within the institution rather than with the child.

Public education in the United States is an instrument of American society--the public schools reflect the existing social order. Schools succeed in programming most children to follow the pattern of their parents. I. Q. testing, reading-readiness programs, homogeneous ability groupings, and skill acquisition tests typically segregate American children. I. Q. tests are geared to middle-class Caucasian children, leaving Black children from lower economic backgrounds all but devoid of hope for an education. American society is geared to assure middle-class success and minority failure, and schools to are a primary instrument to that end.

Paramount to understand the problem of urban education is recognizing that most schools do not meet the needs of the ghetto youth. Although urban educators are in the best position to recognize those needs, they have, except in a few instances, isolated themselves into the realm of irrelevance. School-community relationships have become a stand-off between professional paternalism and frustrated resentments. Because of the administrators' and teachers' consistent failure to provide channels for low income parents to develop power or self dignity, those parents have gradually lapsed into passivity--assuming they have neither the right nor the responsibility to question or become involved in the schools.

By their choice of priorities, urban schools deprive themselves of the opportunity to meet the needs of students. The schools, on the whole, have the negative attitude that discipline should come first. Second, teachers aim to avoid conflicts and confrontations with the parents. Third, all too often, teachers in urban classrooms impose their middle-class belief in the unworthiness of their lower-class students. After all these comes the difficult job of facilitating learning.

If these priorities are to be transformed urban schools must begin to implement a working model for a differentiated staff.

Differentiated staffs are now widely used in many suburban areas, but the idea must be modified to meet the needs of urban schools. An urban school should build its staff into the community by adding a substantial number of aides, assistant teachers and experts from the community. These non-credentialed adults can form a staff that will provide new adult-role models, a fresh feeling of empathy, and a strong tie to the real problems and concerns of the community and thus improve the implementation of the curriculum. In short, a differentiated staffing model could be the school's best resource for change.

A differentiated staffing pattern may free a school to respond in honest ways to racism, poverty and despair, and thus establish a basis upon which community involvement might grow. Overall, a model staff for an urban elementary school should cost no more than a standard number of credentialed teachers but would involve many more persons. As parents, neighborhood businessmen and community leaders provide important new resources, they should encourage a broad conception of each school as a learning center for the neighborhood.

Urban elementary schools may regard major structural changes as a positive educational reform, but urban high

schools require major structural changes for their very survival. Rising frustrations and Black militancy have produced an outburst of violence. Schools have become armed camps guarded by city and special school police. What goes on in the classroom may be overtly orderly but scarcely make an educational contribution. Alienation, distrust, and conflict has replaced a climate of learning, growth and exploration.

A differentiated staffing model may suggest a way in which most high schools can at least begin to deal with these problems. Perhaps the total environment can be altered so that urban high schools can use all the strength of their communities--students, parents, teachers, and administrators. A differentiated staff which involves not only a full range of full-time positions but also a wide range of part-time positions will help create a situation where education is perceived as a desirable and necessary concomitant of progress.

The dissertation is composed of six chapters. The first chapter presents a model staffing pattern for an urban elementary school, together with some suggestions for alternative schools within a district. The second chapter explicates how a variety of community aides can involve the school with the community and how that participation will improve the curriculum.

The third chapter presents a model of a differentiated staffing pattern for an urban high school with suggestions for a variety of student and community inputs to the curriculum. Chapter four presents the story of Student Directed Curriculum with a differentiated staff at the Polytechnic High School in San Francisco, California.

The fifth chapter suggests some of the changes which a differentiated staffing pattern for urban schools should make in teacher training programs. Specifically, the chapter sketches the higher education component of the Career Opportunities Programs in Brooklyn, New York; Worcester and Springfield, Massachusetts provided by the School of Education at the University of Massachusetts at Amherst. A final chapter summarizes the advantages of a differentiated staff for urban schools as seen by paraprofessionals themselves.

CHAPTER I

A DIFFERENTIATED STAFFING MODEL FOR URBAN ELEMENTARY SCHOOLS

A differentiated staffing model for urban elementary schools offers several clear advantages over a traditional pattern with one teacher, in a self-contained classroom. A new pattern of staff utilization, together with related changes in scheduling and in participation by auxiliary personnel, can force improvements which will break the cycle of despair in urban schools. It opens fresh and meaningful opportunities for curriculum reform.

In simplest terms a differentiated staff is team teaching with different levels of salary and responsibility for the team members. The team concept offers a chance to bring non-credentialed adults into inner city classrooms. Existing teachers can be free to define more specific educational roles, building on their individual strengths in a strong team effort.¹

A differentiated staff facilitates open classroom spaces with large group and individualized instruction. When combined with a flexible schedule, the possibilities for variety and alternative learning settings are greatly expanded.

¹"A Position Statement on the Concept of Differentiated Staffing." NEA TEPS. May 11, 1969, Dwight W. Allen, "A Differentiated Staff: Putting Teacher Talent to Work," Occasional papers No. 1, NEA TEPS, 1967, "Differentiated Staffing", Nation's Schools, Vol. 85, No. 6, June, 1970.

A new definition of professional staff to include aides provides a mechanism for involving parents and other community residents. Through effective use of aides, assistant teachers and interns, a school need not spend more money for individual attention and specialized skills. For inner-city children learning can take place in an environment of power, support, and challenge. By creating a sense of change and involvement within the schools, urban parents and children may see hope for their own futures.

1. Existing Models for Differentiated Staffing

Despite these advantages, proposals for differentiated staffing have aroused opposition from schools hesitant to take the risk of innovations, from professional associations anxious to protect merit pay, and from financially strained urban districts. Consequently, differentiated staffing has been attempted mostly in suburban districts, able to experiment and unafraid of transition costs.

When the idea of a differentiated staff joined flexible scheduling and individualized instruction on the laundry list of potential innovations, its advocates stressed the possibility of keeping highly trained and effective teachers in classrooms. "A great many of the most talented teachers," Dwight Allen argued in 1967, "are quitting or accepting

promotions away from students and into administration to get more status or more money, or simply to find an outline for their talent and enthusiasm."²

Most differentiated staffing models emphasized professional positions above regular staff teachers. They largely ignored possibilities for instruction by non-certified staff. The instructional team for a differentiated staff typically included:

- a Master Teacher at salary of \$16,000 - \$22,000
- Senior Teachers at a salary of \$11,000 - \$17,000
- Staff Teachers at a salary of \$8,500 - \$11,000

The instructional team would be supported by teaching aides--performing largely clerical duties--and a business manager, who would undertake many of the bureaucratic tasks now performed by principals.

For example, Dwight Allen proposed a four level structure which basically added two non-tenure, twelve-month positions on top of two staff positions which included tenure. Presumably a senior teacher would hold a master's degree and undertake departmental responsibilities while professor or master teacher would usually hold an Ed.D. or Ph.D. Senior and master teachers would meet in a cabinet "to make decisions as to what educational

²Dwight Allen, "A Differentiated Staff: Putting Teacher Talent to Work," Occasional papers No. 1, NEA TEPS (1967), p. 1.

functions should be served, and by whom they should be carried out; and in general to govern the school as an autonomous body." Beneath the staff teachers Allen proposed a much larger "non-teaching category of classified personnel to handle clerical functions."³

Despite efforts to build higher salaries and status into the entire teaching staff, differentiated patterns failed to win enthusiastic support from teachers and their organizations. Allen had feared "that teachers worn by years of mediocrity to fit smooth and tight in the existing interchangeable pattern will resist being jarred loose from a comfortable staff position." As he saw it, a differentiated hierarchy was designed to encourage on-going curriculum changes and staff development. Within a professional and hierarchical system, Allen hoped for substantial leeway for individual expertise and talents: "It is by such exceptions rather than by rules that the differentiated staff concept would prove itself valid."⁴

Differentiated staffing appeared an expensive alternative for urban school districts already threatened financially. The price of transition included extra costs for protecting the tenured staff and at least some modifications in physical facilities to make large groups and individual instruction possible. In addition, a team

³Ibid., p. 2, p. 3.

⁴Ibid., p. 4, p. 3.

teaching approach fit well with two other potentially costly innovations--modular or flexible scheduling and individual or small group instruction. Finally, to form teams with appropriate assignment of functions required released time for in-service staff training.

Clearly, typical models for differentiated staffing have seemed most appropriate for suburban districts which have a school board and a teaching staff interested in educational change, together with available funds. In Dwight Allen's first and most successful demonstration project, Temple City, California, superintendent John Rand had a grant from the Kettering Foundation as a sweetener in addition to his personal enthusiasm for innovative change. A tone of professional instruction, appropriate for a suburban college-oriented community, permeated Temple City's brochure. For example:

The Temple City model of differentiated staffing has at its core a four-level teacher hierarchy and auxiliary personnel support system. It creates the new career patterns so essential for evolving a true profession of teaching. It refocuses teacher efforts to areas of specialization. Salaries ranging to \$25,000 are made possible through a more efficient utilization of staff talents.⁵

⁵Temple City Unified School District, "The Temple City Story: New Careers in Teaching Differentiated Staffing" (Temple City, California, 1969), p. 2.

The task of modifying differentiated staffing models for urban schools with large minority and poor populations has not been done. Yet urban schools desperately need workable innovations which offer flexible use of diverse talents and skills.

2. Staffing an Urban Elementary School

The crucial modification needed to adapt differentiated staffing to fit urban elementary schools is simply stated: A school should build its staff into the community by adding substantial numbers of aides, assistant teachers, experts from the community, and participants in such federal programs as the Neighborhood Youth Corps and the Career Opportunities Program. In the face of overwhelming documentation of the failure of traditional curriculum, urban schools must have as their first priority the effective utilization of non-credentialed adults and non-traditional educators. The fresh empathy, motivation, adult role models, and ties with the real problems of the neighborhood make this new part of the staff a necessary resource for change.⁶

By itself, a differentiated staff can make little or no improvement unless accompanied by changes in the

⁶James L. Olivero and Edward G. Buffie, eds., Educational Manpower: From Aides to Differentiated Staff Patterns (Bloomington: Indiana University Press, 1970).

attitudes and purposes of urban schools. A staff made freer and more efficient only to assign irrelevant academic tasks and to repress poor and minority children will scarcely facilitate learning. Change for urban schools all too often boils down to a question of priorities between the chicken and the egg. Better schools depend upon better staffs and a willingness to change, which in turn depend upon better schools and a more sensitive staff.⁷

A structural change in staffing patterns and performance evaluations can serve two critical functions for breaking into that vicious circle which keeps urban schools in the status quo by default. First, like most administrative reorganizations, it raises important questions about the functions and purposes of standard educational procedures. Second, a flexible staff organization encourages experimentation without eliminating the continuous development of successful innovations. For example, a differentiated staff can use the skills of professional teachers for basic skill training and involve significant numbers of parents and others on a modular basis in a complementary pattern.⁸

⁷Eleanor Burke Leacock, Teaching and Learning in City Schools (New York: Basic Books, 1969).

⁸William J. Bennett, Jr. and R. Frank Kalk, New Careers and Urban Schools: A Sociological Study of Teacher and Teacher Aide Roles (New York: Holt, Rinehart and Winston, 1970).

With larger and more varied instructional staffs, schools will not be able to avoid so easily the community's problems of racism, poverty and despair. Thus a differentiated staff should establish an honest basis upon which community involvement might grow. Community development must be a joint enterprise between schools, parents, neighborhood leaders, businesses, and other agencies. Unless a community can see signs of hope in their school's ability to facilitate learning, then a school should not expect loyalty from the community.

Overall, a model staff for an urban elementary school should cost no more than a standard number of certified teachers but would involve many more persons. As parents, neighborhood businessmen, and community leaders provide important new resources, their input should encourage a broad conception of each school as a learning center for the neighborhood. The total relationship and interrelationship between involvement, integration, and possible improvement offer hope that the differentiated staff will produce not a panacea but an on-going effort. Community involvement can lead to community development.

The following matrix on page 9 relates the advantages of adapting a differentiated staff to the needs of urban schools.

ADVANTAGES OF DIFFERENTIATED STAFF

	ENDING NEEDLESS PROFESSIONALISM	DIFFERENTIATION OF FUNCTION	HOPE FOR NEW CAREERS AND A DECENT LIFE
NEED FOR RE- SOURCES FOR CHANGE	At best, professional Educators know little about urban education.	By utilizing a mixed bag of skills a school can maintain a variety of experimental and individual approaches.	Schools must change so that poor and minority children can have hope for a decent life.
NEED TO OVERCOME FEARS AND STATUS QUO BY DEFAULT	Professionals often blame schools, pupils and society in order to hide their own lack of concern and sensitivity to poor and minority children.	A fresh strategy of allowing individuals to perform at their best may destroy the defeatism so often besetting urban schools.	Urban schools cannot offer hope when they ignore internal problems of racism, unions, bureaucracies, lack of funds, and inability to change.
NEED TO FACE UP TO RACISM AND POVERTY	Due to past failures of teacher training, credentials often indicate a middle class value orientation and racist attitudes.	A team teaching approach allows for meaningful integration of the staff both by race and by value systems.	An effective Career Opportunities Program and the application of New Careers practices can offer hope to students as well as parents.
NEED FOR PARENT AND COMMUNITY INVOLVE- MENT IN LEARNING	Paraprofessionals have successfully facilitated learning through their confidence that children can learn.	A much enlarged staff drawn from the neighborhood brings community involvement within normal school activities.	There is no other option if further frustration and destruction of children is to be stopped.

3. A Model Staffing Pattern for an Urban Elementary School

In the case of an urban elementary school, a differentiated staff would have six levels: teaching aide, assistant teacher, student or intern teacher, associate teacher, staff teacher, and senior teacher. In order to keep costs at a minimum and assure maximum participation by parents from Model Cities areas, an urban school should emphasize staffing at the lower levels. Participation by non-credential personnel should be encouraged in two ways. First, parents, community leaders, and concerned adults with special skills should be encouraged to work on a part time or modular basis. Second, full-time aides and assistant teachers should be encouraged to obtain teaching certification through a paraprofessional career lattice and a college-training option such as the Career Opportunities Program.

Thus, the most useful staffing model for an urban elementary school (and probably all schools) should allow for career advancement along a vertically differentiated line and for career satisfaction at any level through horizontal differentiation (See chart on page 11). Horizontal differentiation, increased pay for years of service and experience without increased rank, should

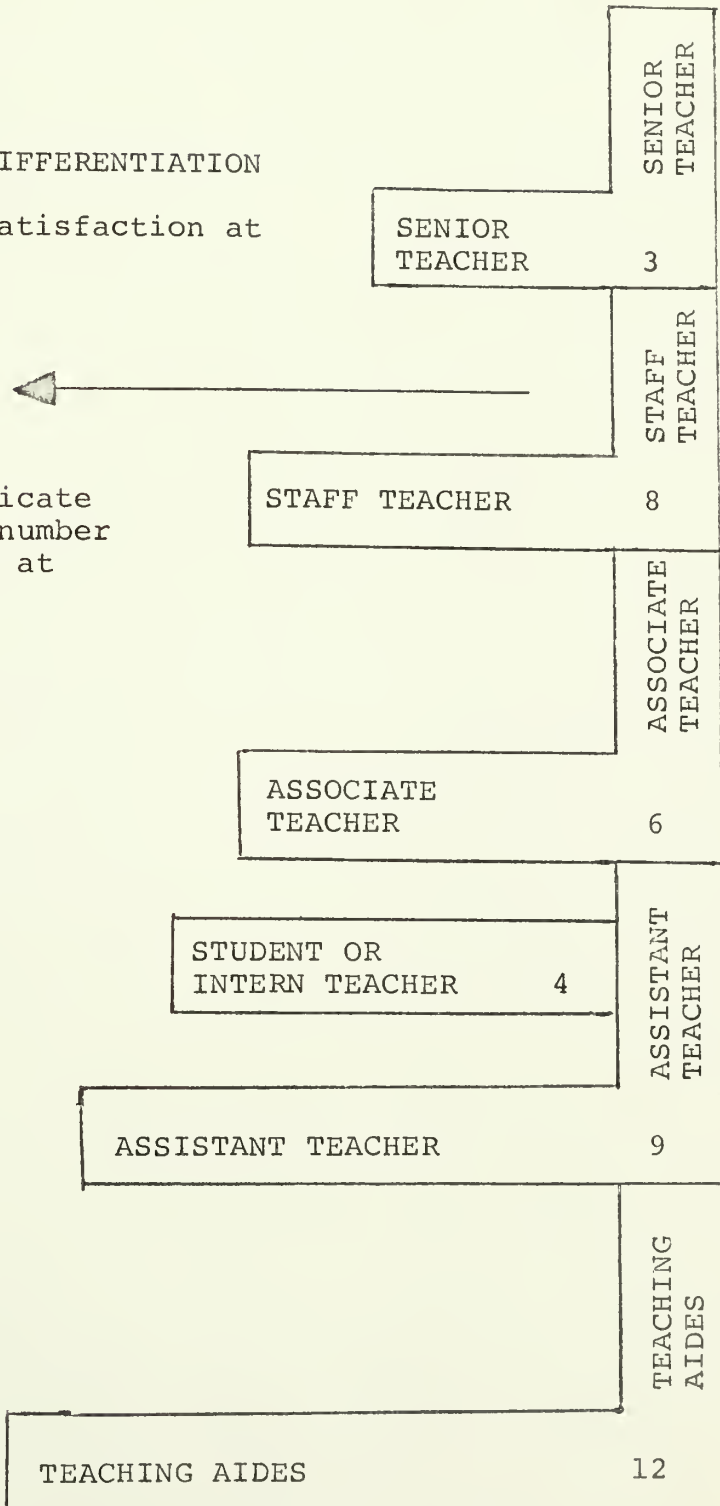
A STAFFING PATTERN FOR AN URBAN ELEMENTARY SCHOOL

Grades K - 6 or K - 3 & 4 - 6 for 400 pupils

HORIZONTAL DIFFERENTIATION

For Career Satisfaction at
Any Level.

(Numbers indicate
approximate number
of positions at
each level)



VERTICAL DIFFERENTIATION
For Career Advancement



allow for both full time and part time involvement at any level of the staff. The staffing pattern would allow for multiple entry points. For staff members who have reached a level where salaries and responsibilities seem appropriate, salary increments would reflect years of experience. Salaries for part time staff would be negotiated at levels comparable to those for full time staff with similar skills and credentials.

For staff members who seek career advancement, there should be a combination of regular in-service training--which might be counted as the equivalent of four units of university credit per year--and courses or workshops from a cooperating university. Paraprofessionals enrolled in a COP program might be earning up to 30 units of academic credit per year, while senior teachers might have released time for one university course per semester. In order to develop effective teams, the teaching staff must work and learn together to facilitate more effective learning situations.

Consistent with that team approach, a differentiated staffed school would have no principal or assistant principals. Instead a school might have three senior teachers who would form a governing cabinet, along with representatives from the instructional staff and school community.

Although administrative modifications might be experimented with, it is important at first to prevent one person from becoming a de facto principal.⁹ Thus two senior teachers might divide responsibility for the grade levels. Each teacher should have time to teach, to demonstrate, to guide staff development, to introduce new curriculum, and to know the children.

The third senior teacher, in addition to acting as a balancing force in cabinet decision making, might have charge of the flexible or modular scheduling for staff. For example, a senior teacher might control an unrestricted budget of \$25,000 for special community oriented courses and help. With those undesignated funds, a senior teacher could hire on a part time basis individuals with particular skills from the neighborhood. Parents, businessmen, community leaders, and others such as experts in communications or photography have much to offer. An imaginative senior teacher might purchase a large variety of special skills and experiences for a relative small budget.

Two major educational advantages follow from this community-based team approach. First, non-credentialed persons, whether parents with their empathy or leaders who sense the special life of their community, bring fresh insight to most urban schools. Second, for a relatively low cost a

⁹"Temple City Story: New Careers in Teaching", p. 5.

school can involve many persons in school programs and curriculum development. That involvement would bring community inputs directly into the school and should eventually gain support from the community.

In addition to the many advantages of a differentiated staff, the on-going costs for salaries will be no more than the costs for a traditional school, once the period of transition is complete. For a comparison of staff costs in a traditional school and a differentiated staffed school, see table on page 15.

4. Job Description for a Differentiated Staff in an Urban Elementary School

A fully differentiated staff includes classroom teachers and paraprofessionals at different responsibility levels and pay assigned on basis of education, training, competence and difficulty of tasks. The following is a summary of possible job descriptions and in-service programs that, in reality, should be planned and conducted on the individual school level. Complete job descriptions should reflect the particular needs of the school, its staff, and the community which it serves. Paraprofessionals and all members of the staff should be given every opportunity for personal development and career advancement so that these guidelines are suggested

Comparison of estimated costs of Conventional Model and Differentiated Model for an Urban Elementary School of 400 pupils.¹⁰

Differentiated Model

<u>Position</u>	<u>Number</u>	<u>Unit</u>	<u>Salary</u>	
			<u>Extension</u>	<u>Totals</u>
Senior Teacher	3	\$14,000	\$42,000	
Staff Teacher	8	9,000	72,000	
Associate Teacher	4	7,000	28,000	
Assistant Teacher	4	4,500	18,000	
Teacher Aides	2	3,000	6,000	
Modular Scheduled Staff*		(approx)		
	<u>21</u>	<u>1,000</u>	<u>21,500</u>	
	<u>42</u>			<u>\$187,500</u>

Conventional Model

<u>Position</u>	<u>Number</u>	<u>Unit</u>	<u>Salary</u>	
			<u>Extension</u>	<u>Totals</u>
Teacher (tenure)	7	\$11,000	\$77,000	
Teacher (probationary)	9	7,440	67,000	
Principal	1	16,000	16,000	
Assistant Principal	1	14,000	14,000	
Educational Specialist	<u>1</u>	<u>14,000</u>	<u>14,000</u>	
	<u>19</u>			<u>\$188,000</u>

*Includes short-term and part time staff from the community and non-salaried student interns.

¹⁰These figures are based on the average salaries from 1969-70 Salary Schedules given for elementary schools in Los Angeles, San Francisco and Chicago. See Salary Schedules for Teacher, 1970-71. Research Division-National Education Association, 1970.

as a starting point for staff development.¹¹

Senior Teacher

In a model differentiated staffing, the senior teacher level would be a non-tenure position with a Master's Degree or equivalent in experience. The salary range might be \$11,000 to \$15,000.

The senior teacher should be responsible for: 1) all teachers on the team and its program of learning; 2) curriculum developments and adjustments (each senior teacher has one fourth of his time for classroom work); 3) overall community relations (involving a task force of the entire staff); 4) program innovations that meet the needs of all students; 5) developing complementary assignments so that the resources and maximum talent of each team is utilized; 6) coordinating in-service staff development; and 7) moderating the cabinet of the school.

Staff Teacher

In a differentiated model, staff teacher level would be a tenure position requiring a valid teaching credential

¹¹The job descriptions are derived from proposed descriptions for Education Professions Development Act funded districts in Cherry Creek School, Englewood, Colorado and Mounds View Schools, St. Paul, Minnesota. In addition the author observed functioning staff at Weber County School District, Ogden, Utah; the Chicago Public Schools, Chicago, Illinois; and New Rochelle School District, New Rochelle, New York.

or equivalent in experience. The salary range might be \$8,500 to \$11,000. The staff teacher might specialize in instruction by a particular learning mode. His or her responsibilities would be devoted to the on-going instructional program where most of his or her time is spent in helping students achieve their maximum potential. He or she would participate in team planning and assist the team leader.

The staff teacher may advance vertically by education and experience or has the option to remain and continue horizontally.

Associate Teacher

In a differentiated pattern, an associate teacher level would be a tenure-probationary position with two years teaching experience and a B.A. degree or the equivalent in experience. The salary range might be \$6,500 to \$8,500. The associate teacher has ordinarily completed his or her bachelor's degree program. Alternatively he or she may have advanced from the assistant teacher position as a result of success on the job experiences. He or she has the status of a probationary teacher. He might make individual, small, and large group presentations. The associate teacher would not be expected to perform sophisticated diagnosis for dealing with exceptional or difficult

problems in the instructional program. His work load would be less demanding than the staff and senior teacher.

An associate teacher may advance vertically or he has the option of continuing horizontally.

Assistant Teacher

In a differentiated model, the assistant teacher would be a non-tenure position requiring 60 to 120 units of academic credit. The salary range might be \$4,000 to \$6,000. Involvement in University Teacher Preparation Program will lead to upward motion on the vertical differentiation or the option of remaining at this level and continuing on the horizontal differentiation. Assistant teachers should receive four academic units for each year of practical experience.

Work is closely supervised by the team leader (senior teacher) and by other appropriate training personnel. He or she also receives pre-service training experiences and professional on-the-job evaluation. His or her training may result in a B.A. degree or he or she may stop with 60 to 90 units of pre and in-service training. The assistant teacher should serve as a full fledged contributing member of a team with a gradual and decreasing amount of direction.

Teaching Aides

In a differentiated pattern the teacher aide position would be a non-tenure, full or part-time position with no degree requirement and with vertical and horizontal advancement. The salary range might be \$3,000 to \$4,000 based on a nine-month period. The part time salary range is \$2 to \$3 per hour. He or she would work with teachers carrying out lesson plans and lending expertise for the development of new curriculum. He or she would confer with students, supervise study, tutor students who have missed school, help slow learners on a one-to-one basis, demonstrate his other particular talent to a large group of students and works with small groups. Some teaching aides may assist by: taking charge of a small group which is working on a special project; conducting field trips; evaluating individual student performances according to criterial established by a senior teacher.

Part time positions--their function on the modular schedule staffing varies depending upon the needs of the school and community. They will have different educational backgrounds, a willingness to contribute to the school program, and a need for financial support.

Student and Intern Teachers

In a differentiated model the student and intern teachers would be non-tenure degree candidates, receiving no salary. In many cases, school districts might find it advantageous to offer a stipend covering minimum living expenses. Their work would be supervised by the senior teacher and other assigned personnel as well as university supervisors. They would assume certain teaching responsibilities which would gradually increase throughout the length of their internship. They would usually work with small group instruction and tutorial groups.

5. Alternatives Within an Urban School District

Any urban school district seeking to implement a new differentiated staffing pattern should not impose it on every teacher and student. Flexibility is crucial for the practical implementation of any new district-wide program. Alternatives are essential for teachers and administrators, parents and children. When only one model of education is available, that model is vulnerable to criticism--especially if it is experimental. A variety of new approaches, along with preservation of the old, provides the best conditions for experimentation and risk.

Parents are not only asking that schools respond to their children's individual needs, they are also demanding

the right to choose among alternative schools. At a minimum, each district should include some schools which follow a modified traditional pattern, others which are openly experimental and developmental, and some which are committed to involving previously non-participating groups from the communities. An urban district implementing elementary differentiated staffing should preserve the options of traditional schools, developmental schools, and community schools.¹²

Maintaining at least some traditional schools offers some immediate practical advantages. Existing buildings and staffs are already prepared for the single teacher in a self-contained classroom offering graded instructions. Many teachers and administrators do not want to risk new roles and responsibilities and are likely to resist change. Likewise, children and parents who are satisfied with schools as they exist are not forced to change. Those who will feel threatened by change should have the option not to participate.

At least in the interim, traditional schools are useful to provide for established tenure practices. The

¹²For a longer list of alternatives see Mario Fantini: Educational Agenda for the Seventies and Beyond. Needs of Elementary and Secondary Education for the Seventies. (Washington: G.P.O., 1970), pp. 192-202.

traditional school should focus on traditional staffing but strive towards a curriculum which is relevant to student needs. Active communication with parents should be sought. Traditional approaches need not result in mediocre teaching. In many cases, existing schools especially in middle class neighborhoods have successfully offered a college preparation course. Hopefully, that success factor would increase where their staffs were comprised of those with a commitment to that structure.

As a second option, the developmental school would permit the school community--students, parents and teachers--to choose and to develop a variety of innovational programs to meet specialized needs. Many educational options would be open to the developmental school such as Montessori classrooms, non-graded classes, open classrooms, and computer-assisted instruction. Computers can help diagnose individual needs and abilities and provide a tailor-made curriculum. Children progress at their own speed in the ungraded program, thus able to enjoy school more with less pressure to compete with other students. The open classroom offers opportunities for personal help and special stimulation at every level of development.

A third option, the community school model, would implement the urban elementary differentiated staffing model.

Instead of the usual eight to four day, nine months per year, the community school would be open twelve to fourteen hours a day, fifty-two weeks a year. During this time, courses, workshops, and recreation are provided for all members of the community. The curriculum must be centered around problems relevant to the community. In order to be able to relate to and understand these problems, the instructional staff must have active involvement in the community. Furthermore, in some cases, the teachers will take training programs which teach them how to deal with the urban situation. Finally, the community school is planned, conducted, and evaluated by members of both the school and community.¹³

One of the aims of the school is to build a closely knit set of students, teachers, and parents; the parents are free to come as they please. The community oriented school is not only a promising solution to irrelevancy in urban education, but a solution to a human problem. It strengthens the faith of parents, students and teachers in themselves to fulfill their own wants and needs.

¹³J. Featherstone "Education: Notes on Community Schools." New Republic, 157: 16-17.

S.F. Gold "School-Community Relations in Urban Ghettos," Education Digest, 33: 4-7.

R.B. Jackson "Schools and Communities: A Necessary Relevance," Clearing House, 44: 488-90.

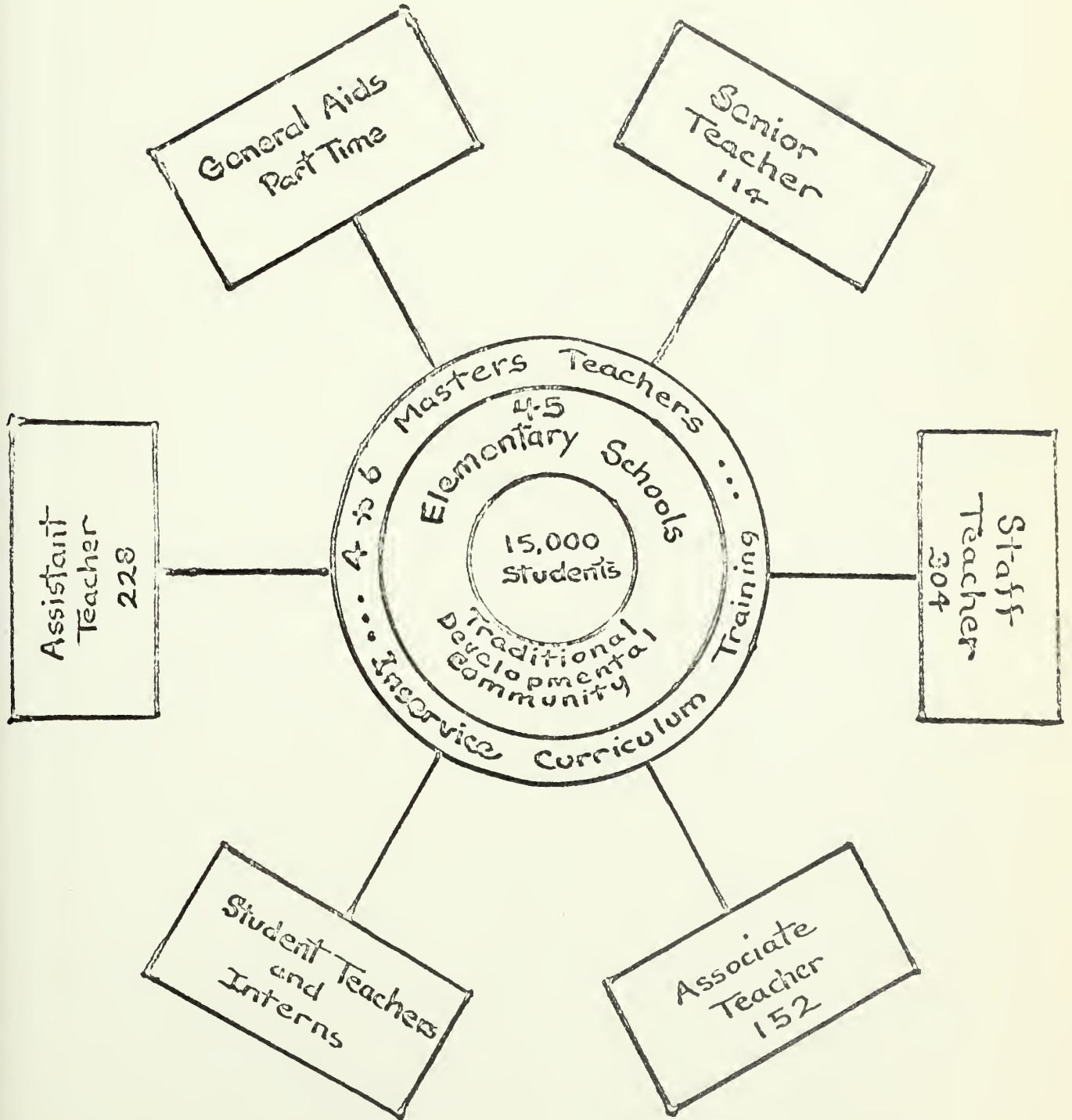
In a small city of 170,000 population, such as Worcester, Massachusetts, forty-five elementary schools serve approximately 15,000 students. If it were to implement this model, fifteen of the schools might remain traditional while fifteen community schools would be established in predominantly low-income areas. The remaining fifteen schools would become developmental schools of various kinds--perhaps several lab schools affiliated with local colleges. For illustration see design on page 25.

By envisioning staffing patterns for an entire district, on-going programs for in-service staff training and curriculum innovations can be facilitated. Four to six Master Teachers hired by the district would coordinate these programs at various stages of development. Increasingly, school districts are beginning to develop special linkages with schools of education for both in-service training and feedback to improve pre-service training.¹⁴

The combination of various staffing patterns and alternative schools within a single district requires an assurance of public accountability. Just as individualized instruction cannot further equal education without equal standards of performance, so alternative schools cannot

¹⁴The author made first hand observation at Weber County District, Differentiated Staffing Project, Ogden, Utah and Louisville Public School, Differentiated Staffing Project, Louisville, Kentucky.

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become an excuse for unequal educational resources. The district must bear the responsibility for equal outcomes in its public schools without imposing uniform curriculum and staffing patterns.

Chapter II

COMMUNITY INVOLVEMENT IN URBAN ELEMENTARY SCHOOLS

Urban elementary schools have to make a planned effort to involve themselves in the community, to develop an integrated staff, and to provide a focal point for community development which might bring about a change in poor and racially separated neighborhoods. In the past, schools have been perceived as alien and discriminatory institutions; and the results of that perception counteracted any efforts made toward community development. A realistic and relevant curriculum for facilitating learning of basic skills in elementary school must draw upon community resources for empathy, for knowledge about the people in the neighborhood, and most of all for a sense of community progress which will motivate learning by both parents and children.

1. The Need for Better Relationships with Urban Communities.

Elementary schools in black and poor neighborhoods were in a state of crisis at the beginning of the 1970's. They exist in Model Cities areas and are

defined by their dilapidated housing and run down commercial properties. Physically, inner city schools are often outmoded and repulsive. As a result, they are both overcrowded and underutilized. The students are mainly from poor and minority families who are forced into ghetto neighborhoods because of poverty and because of racial discrimination. By contrast, the teaching and administrative staffs of most urban schools are predominantly white and middle class.

Willy nilly, then, urban schools are a functioning part of America's white racism. While teachers bring into the classroom a set of experiences and attitudes which incorporate bigotry and a sense that black, brown, yellow, or tan children are somehow different--and probably not very quick to learn. Even if those attitudes could be quickly changed by magic and discriminatory actions avoided, the schools would still have to overcome the feelings of distrust and hostility which have developed in the past. And in a practical sense, those attitudes will not change unless the schools create an active, working relationship between themselves and their immediate communities.¹

¹The literature on racism in American education is growing rapidly. The key works are The Report of the National Advisory Commission on Civil Disorders. For an illuminating account of difficulties encountered in grasping this topic see Harold Howe, Kenneth Clark et al., Racism and American Education. For the importance of interaction, see Thomas Pettigrew "Racially Together or Separated?" Psychological Issues.

Parents have been made to feel that they should not have an input into their children's education. Teachers have alienated parents and have closed off the necessary communication to handle wisely and positively those difficulties with reading, writing, or behavior which most children experience at one time or another. Parents have been made to feel that elementary schools belong to the system and not to the community. And that alienation is behind much of the vandalism and indifferences which plague inner city schools.

Although some urban education reformers have seen inner city elementary schools as primarily in need of better buildings and teachers are directly affected by the general problem of alienation from schools.² Truancy, gang warfare, and drug use are the visible symptoms of that disaffection and when small children in the hope that they are the means of survival. Boys learn that as early as age nine or ten they must become members of a clique, a club, or a gang in order to feel a part of something where they can win some protection, some respect, and some sense of self.

Once involved in groups, boys and girls are pressured to go along with whatever its members decide. Often,

²Jonathan Kozol, Death At An Early Age (New York: Bantam Books, 1968).

they are pressured toward theft, drugs, and truancy. If a member is not in favor of these decisions, he is labeled as "chicken" or "poot-but". Once one or two of the gang members are exposed to drugs, they in turn encourage the rest of their peers to share these experiences with them. Many times an entire gang will ditch school without their parents knowing about it. Often, they will loiter around stores and businesses with the anticipation of stealing--just to have something to do.

It is a sad commentary that urban elementary schools have not offered a more positive use for their time. Perhaps it is better for many children to be on the street than to be forced into contact with teachers who put them down and allow no learning of reading and writing. Knowing nothing favorable about the community in which the children live, too many teachers have communicated only their disrespect and low expectations for poor and minority children. As public institutions which have typically failed to serve poor and minority groups, the schools have an obligation to take the first step toward opening their doors to the community. Most crucially, schools can employ parents, neighborhood youth, and others for staff positions. A differentiated

staff makes possible a much larger staff who may not have college degrees but who can interact with the children.

Once a school begins to explore ways to involve itself in a community, it should find many opportunities. Classrooms and recreational areas can be kept open for after school tutoring, hobbies, and sports. Local groups can be encouraged to meet in the school to sponsor activities. Such meetings and associations are a necessary element for community development.

Such interaction is naturally encouraged by differentiated staff. A flexible schedule with small group instruction allows aides and assistants to both hold traditional classes or lead groups on community excursions. Part time staff can open doors into local businesses and other activities. By extension, an elementary school may use high school students in the Neighborhood Youth Corps for tutoring.³

School-community relationships must be two-way. The school must not only come to the community, but the community to the school.⁴ Education is not only the function of the school system, but that of the total

³The author made first-hand observations at Mesa Public Schools, Differentiated Staffing Project, Mesa, Arizona.

⁴Fred Totten, "Community Education--Best Hope for Society", School and Society, 98: 410-13.

community. As Mark Shedd, former Superintendent of Schools in Philadelphia, has pointed out: "The involvement of the community in operating and evaluating the schools would do much to eliminate the isolation, complacency and irrelevance of urban education."⁵ By providing a whole new concept of staffing, those whom the schools serve become active participants in the planning and implementation of their children's education.

But such programs, however well intentioned, will fail unless they create a wider involvement of the community in the schools. Unless such activities allow teachers to learn about their sub-conscious racist attitudes and lack of empathy, the addition of community aides and some additional school programs will not overcome minority parents' despair and frustration with the school's failures to encourage children to learn. The feedback from parents to the school staff and from staff to community taxpayers must take place.

When parents who have been alienated by the schools become a part of those schools, the whole tone of the community can change. Parent paraprofessionals and community staff become, not only agents for change within

⁵E.G. Olsen, "Community School, Pattern for Progress", Vital Speeches, 35: 370-3.

the system, but defenders of the system--they have a stake in their schools. The goals of community involvement are realized in tangible reforms and concrete hope.

If trust or respect between school and community does not exist, then involvement will produce only frustrating hassles. Without some trust in the others' good intentions, involvement always brings a threat of control. Thus, beyond simply opening their doors, schools must overcome their own racism and bigotry against the poor. Unless schools do facilitate learning--an aim which is strengthened by a differentiated staff--they cannot expect other programs to win trust. As a first step, however, such programs can make the school staff aware of the community's perceptions of the school.

But beyond that, the development of leaders and professionals from within the community in education can lead to leadership and change in other areas of need. Schools are not isolated from other social concerns such as housing, employment, law enforcement, child welfare, and health. When parents and community leaders find access for improving education, they also discover means and methods for bringing change in other areas. The schools can stand as the focal point for hindering or hastening change in inner city communities.

A differentiated staff would bring parents and community residents into the schools absorbing various tasks, thus building a positive school community relationship.

Schools should be learning centers within the community which means involving everyone in the neighborhood with the teaching and learning process. That ideal has seldom been realized, especially for poor and minority communities.⁶

2. Community Staffing for an Urban Elementary School

A differentiated staff involving large numbers of aides and assistant teachers from urban inner city neighborhoods offers a way to make bureaucratized schools responsive to the needs and aspirations of the community. That process is never an easy one because a professional staff develops its own interests, concerns and self-protective reactions which cut them off from the parents and students. Unfortunately, that process is especially characteristic of poverty neighborhoods where in-school learning may be far more important than in middle class neighborhoods.

⁶Mario Fantini and Gerald Weinstein. Making Urban Schools Work (New York: Harcourt, Brace and World, 1968).

The results of the Coleman Report that schools make relatively little difference for students must be read as a challenge rather than an excuse for indifference to failure.⁷ As a result of these failures, low income parents--especially those who are Black, Puerto Rican, Chicano or other minorities--feel that they have no responsibility to question or to become involved in the school. The parents still relate to the teacher or principal as they did when students. The hear of the problem is the self-protective reaction of the teachers and administrators.

In order to break that cycle of failures a differentiated staff is crucial. Bringing parents and community residents with natural leadership qualities into the schools, is the first step to breaking down the distrust, discomfort and frustration which have plagued inner city elementary schools.

There is no substitute for the real involvement of parents as the Children's Television Workshop discovered with Sesame Street. Even with an instrument as powerful as mass media television, The Children's Television Workshop felt it was necessary to set up

⁷See James Coleman, Equality of Educational Opportunity (Washington: G.P.O., 1966) pp. 21-22.

special utilization workshops with parents in order to reinforce the television lessons. The stars of the show have traveled all over the country in order to institute those utilization programs. How can urban elementary schools do otherwise, if they are to survive?

The crucial educational function of community support is to involve parents as adjunct teachers. Parents discover that learning can take place at home. For example letter recognition can be built on letters cut from cereal boxes or football cards. Parents can help children make their own games to help them with certain skills. For example, a scrabble game could be made out of heavy cardboard. Phonics repetitions could be demonstrated and explained to parents to show the importance of its relationship to the total educational process.

The first step is allowing parents to understand that learning, especially for elementary grades need not be a painful process. To the degree that parents see learning as a result only of hard work, they see it as an additional burden for them. To the degree that they see learning as entertaining, they see it as part of their daily interaction with their child. Various games that are used on educational television may be demonstrated to enhance this.

The second step is introducing new programs, toys, and ideas to parents. For example, children might play with toy slot machines and use inexpensive talking typewriters. Children can create collages using magazines, comic books or any other brightly colored, textured materials.

Educational television is a rich resource for ideas and for stimulating parental interest. Integrated stories and Black and ethnic history provide children and their parents with a new sense of their heritage.

The third step is involvement in community affairs in order to relate children to things parents know. For example, the school might prepare the child for citizenship by introducing him to the concepts of city planning, economics, political science, sociology, and anthropology. The student first learns the concept of a neighborhood and how to deal constructively with neighborhood problems. They may become involved in projects ranging from the design of a community park to writing letters in an attempt to improve garbage collection or obtain heat for a tenement building.

Connections between social studies and the urban community are easily found in the government, business, or community relations. Making the children feel that the

class is part of their neighborhood, rather than an isolated room in their daily routine, helps to encourage the child to come to the school everyday. Having the children help in creating the classroom makes each child feel that the room is his own private room. Making classrooms into freer environments helps the child in independent work. It lets the students work at their own pace with the materials to work with at their disposal.

The key results of steps one, two and three are not merely to make parents a kind of adjunct teaching staff, though that is important, but to provide channels for the parents to develop power or demonstrate self-dignity. Parents have to feel some knowledge about involvement before they can make requests of schools and contribute positive change ideas. If students are found to perform better when their self-dignity is enhanced, couldn't this also be the case with the parents?

In order to foster that new relationship, aides and parents must break down the impediment to communication of social class differences. The middle class teacher with his middle class values is confronted by a lower class family with different values. Typically the teachers impose their values on the student and parents and in

doing so, break down communication between the school and community. If the teachers and administrators can only recognize the good and the bad of both ways of life, interaction could be greatly facilitated.

In most cases, a greater involvement power for parents will force inner city schools to change their goals. No longer will schools have the negative attitude that controlling the kids is their first and most important task. Parents and visitors will be seen as adjuncts for facilitating learning and supporter of community schools. That assumption of dignity and self respect is a first step in holding higher expectations for the children. Then schools can facilitate learning and parents can be a part of that process.

For any urban school to be a success, it must involve as many community resources as possible. While the ideal situation would be a school open throughout the year, for fourteen to sixteen hours a day, too many schools cannot stay open at night because of vandalism. The looting of public buildings in urban areas plagues every kind of public establishment from the plush Kennedy Center in Washington to a neighborhood school in Brooklyn. Nevertheless, the risks of some property damage and loss do not outweigh the advantages of taking steps towards creating schools as community institutions.

In addition to involving parents and community aides in the school staff a differentiated pattern allows the inclusion of teen-agers and older brothers and sisters. Through such federal programs as the Neighborhood Youth Corps a school can hire teenage leaders who, if they would not otherwise be directly responsible for the vandalism, might be capable of stopping it. In a more positive vein, NYC aides can be involved in cross-age tutoring and learn themselves while helping younger children. Cross-age tutoring involves a significant shift in role models for young children. By taking on the responsibility to teach, older youth are encouraged to learn and to have more of a stake in the educational process.

A working example of a successful school is the Nat King Cole Elementary School in Chicago, a "child-parent education center", which emphasizes the importance of parents to the school. In order that their children may attend the school, the parents must guarantee that they will participate in activities and serve in the classrooms. One of the aims of the school is to build a closely knit set of students, parents, and teachers. A parent unit provides a center for recreation, socializing, and workshops. In the workshops, many fathers made lamps and furniture for the classrooms. Recreation, after school

presentations, and interest centers all afford opportunities for involving the children of the community.⁸

3. Case Study CO-PLUS Project

The CO-PLUS (Community Planned Urban Schools) project, funded under Model Cities monies, is designed to service seven pilot elementary schools in Chicago during the first year of operation in 1970-1971. During each of subsequent four years, an additional seven schools within four target areas will be included; thus a total of thirty-five schools will be participating at the end of the five years. The CO-PLUS Project has a differentiated staffing pattern in which team leaders, teachers, and teaching aides play an integral part in the learning process.

The Project Objectives are tantamount to an indictment of the failures of urban schools:⁹

- 1) To broaden the range of employment opportunities for residents within the area.
- 2) To foster community involvement in the CO-PLUS schools' program by providing employment opportunities.
- 3) To provide preservice and inservice for paraprofessionals to develop the competencies and skills needed as described in the job descriptions for CO-PLUS paraprofessionals.

⁸Louis Wille "Morms Are a Must," American Education, 6: 25-9.

⁹Chicago Public Schools, Board of Education CO-PLUS Teacher Leadership Program Education Professions Development Act Proposal.

- 4) To raise the educational level of the people of the community by providing educational training opportunities for area residents.
- 5) To provide academic training aimed at helping each paraprofessional reach the next step for himself, that is, elementary school diploma, G.E.D. diploma, college credits.
- 6) To provide career ladders.
- 7) To improve the attitudes of target area residents toward the school.
- 8) To raise the academic achievement level of pupils within the CO-PLUS schools' attendance area.
- 9) To improve the attitudes of the CO-PLUS pupils toward themselves and the school.
- 10) To improve the attendance of CO-PLUS pupils.
- 11) To improve the physical conditions of CO-PLUS pupils through the breakfast and lunch program and through health services.

Community involvement is a major facet of the project as planning and community utilization of the CO-PLUS schools in the evening, seven days a week, forty-eight weeks a year testifies. This saturation program of the CO-PLUS schools will make possible a prolonged, massive effort in pre-school education, by using individualized instruction through smaller adult-pupil ratio, as well as in-service training. This planned effort is a response to the failures of existing school programs.

This program contributes directly to the realization of the needs of in-service education. Moreover, it concentrates on the areas of one-to-one relationship, and on reading motivation and self-image. The CO-PLUS Project schools will put most teachers in new roles by reducing adult-pupil ratio and emphasizing individualized instruction. The schools have a career lattice for professionals although the only section funded by the Education Professions Development Act proposal was the in-service training of team leaders.

The selection of elementary schools within the Model Cities areas was made by the local school staff and their respective local communities. Three of the target areas are comprised almost entirely of black lower-middle to lower socio-economic status families. The fourth area has many Appalachian white, Spanish-speaking, Black, Asian-American, and American Indian families. The CO-PLUS schools are Stockton, Johnson, Woodson, Oakenwald, Overton, Tesla, and Herzel, all of which have a minority enrollment of 90-100%.

The differentiated staff in a CO-PLUS school such as Overton Elementary School is as follows: a principal, two assistants, eleven instructional team leaders, about sixty-six teachers, and about an equal number of paraprofessionals. Each team had a leader, six teachers, and

from four to eight paraprofessionals depending on the number of COP participants in the school. The teaching aides (paraprofessionals) are Model Cities aides and COP aides.

Both Model Cities and COP programs have career lattice with four levels, (0-30 credits, 30-60 credits, 60-90 credits, and 90-120 credits). The Model City aides and the COP aides get released time so they may attend college classes. The COP aides attend Northeastern University and the Model Cities aides attend a college of their choice. Model Cities will pay up to \$80.00 a course for each of the aides. The aides are responsible to administrative assistants or assistant principals. The reason for two administrative assistants is that one coordinates the activities that occur in the evening in the CO-PLUS schools while the other is responsible for the daytime activities or the regular school schedule.

A discussion of the breakfast and lunch project at one school illustrates some of the problems that are part of the CO-PLUS program. In Overton and other CO-PLUS Elementary schools, the lower primary grades are divided and housed separately from the upper primary grades. Overton has K through 4 which are housed in one building and 5 and 6 are in another. The pupils in the CO-PLUS schools receive a free breakfast and lunch. The lunch

program is different from those of other schools--the lunches are pre-prepared, placed in an oven and then served to the students. The students come through the small cafeteria, pick up their lunches and go to the classrooms to eat. The lower primary sections are not allowed to leave the building during the noon time. This was decided because of large children molesting or taking lunches from the smaller children. There are hall guards on every door of the lower elementary school to keep the smaller children from wandering off, and the larger children from coming into the building.

The activities of the New Careers Program were closely coordinated with those of the Community Planned Urban School Project. The New Careers Program provides employment, including hospitalization benefits, for approximately six hundred Model Cities area residents. It also provides opportunities and incentives for the upgrading of the skills and educational level of those employed. Further, the New Careers Program is related to the comprehensive saturation program of the CO-PLUS Project. In addition, the program involved many young adults without pay who were trained with the necessary skills to assist teachers to individualize instruction and to help children succeed. Both economic and educational upgrading of adults in a community are of benefit to children in the community and to the community in general.

The main problems in the target areas are concerned with the lack of community involvement in the operation of schools, and the need for additional programs to strengthen the role of the schools as a community institution and to intensify the impact of the educational process as a service to the people in the area. The problem of adult education is crucial in order to bridge the gap caused by poor or inadequate education and to prepare adults for deep involvement in urban life as parents and aware citizens. There is a lack of adult educational programs. Present programs are inadequate and irrelevant. The current curriculum fails to properly motivate and prepare area children and adults.

The purpose of this project was two-fold; first, to upgrade the educational achievement and to improve the self-concept of the children in the CO-PLUS schools, and second, to provide employment, training in skills, and general educational upgrading of about six hundred residents in target areas.

It is too soon to make a final judgement on the success of CO-PLUS. But there are some indications that the program is working. An adult-pupil ratio of about seven to one has greatly expanded the possibilities for individualized learning. After a year of intensive interaction,

the achievement scores in the CO-PLUS schools are improving at a rate faster than other schools in the target areas.

The additional personnel of a differentiated staff have made possible a breakfast program--children can begin the school day ready to learn. A solution to the harassment of small children during the lunch hours has been reached. Young adults and Vietnam Veterans out of jobs have been brought into the classrooms as COP and Model Cities aides. The same school system that had alienated them for years is now giving them a second chance. When a visitor enters a CO-PLUS classroom, he often cannot distinguish between regular teachers and paraprofessionals. The traditional barriers between teachers and the urban community are being broken down.

The weakness of the Model Cities funding is that only about one per cent of the children are affected. For thousands of elementary school children in Chicago, school goes on as before. Because of current pressures from the Nixon administration, the funding future of many federal educational programs is in doubt. The next year's events will determine whether or not CO-PLUS will expand as originally planned. Whatever the future of CO-PLUS, as a model for the reform of urban elementary schools, its present impact is unquestionable.

4. Implications of a Differentiated Staff For Urban Elementary School Curriculum

Today the black community is acting to regain, retain, and perpetuate its own rich culture. A school responsive to the unique style of the black community (the same can be said for the Chicano, Puerto Rican, Asian American and other minority cultures) would develop programs that enhance the cultural traditions of black people through art, music, language, festivals, commemorative events and the like. Presently many minorities are beginning to realize that urban schools not only are insensitive to their culture but actually force both the child and adult to "give up" his culture in such a way that he gives up his identity. Schools responsive to the needs, aspirations, and cultural styles of the communities they serve stand a greater chance of harnessing the energies of professionals, students, parents, and community residents in building a more viable urban social institution.

A differentiated staff increases community participation and control, dealing most directly with the social realities and needs of urban schools and their clientele. Elementary schools must start the learning process in the context known to its students. For example, children from

the inner city may respond more quickly to mathematical examples in terms of football or baseball than to dozens of oranges and apples. The goal is to provide both relevancy in the child's life and a context that will keep his attention.

The basic problem with the urban schools is their failure to relate to the children. A child that sees poverty and desolation around him has a hard time relating the "Dick and Jane" reading series. The child has a difficult time finding interest in the classroom. At his age, life is not pigeonholed with facts, but rather one connecting line of his own personal experiences. Any child has difficulty conceptualizing things he has never seen. Occasional evidence suggests that some children from high poverty areas have an exceedingly limited range of experiences--especially those normally written about in text books. Talking about living on a farm would not be a very successful topic if the child had not the slightest idea of what a cow looks like. Too often teachers force black children to learn from a world that does not exist for him. Community aides and parents can bring into the curriculum relevant examples from the lifestyle of that neighborhood.

Another major problem with the curriculum in urban schools is the fact that these schools do not acknowledge

the "language" of the ghetto children. Just as the government has forbidden Indians attending government schools to speak anything but English in the schools (on the pretense that their tribal languages were not important), so the urban schools also forbid the child to use his own culturally-rich idioms--expressions that are just as much a part of him as Spanish is to the Puerto Rican and Chicano.

In schools in New Mexico, educators have learned that Chicano children learn to read English rapidly if they are first taught to read in Spanish. Although ghetto idioms and expressions do not present the same kind of language barriers, if a teacher constantly denies a child's right to express himself in the way his peers expect him to talk, the child will be alienated at worst, confused at best.

The basis for changing the curriculum in urban schools must be in not tearing down the subject matter but revealing the subject matter in a more realistic context. The curriculum in the schools should help the child to find himself.⁸ It should present a realistic picture of American institutions, white racism, and most of all, it should

⁸Fantini and Weinstein describe the education of self in terms of "identity, power, and connectedness," in Making Urban Schools Work, p. 10.

try to present the idea that cultures can live together. Paraprofessionals from the minority community by their very presence would change the curriculum offered in schools.

The social studies curriculum, which is a big controversy in most urban schools now, would include more than the memorization of numerous facts and figures. Games and simulation would work quite well in this program. Relationships between social studies and the urban community is easily found in urban government, business, or community relations. Black history, an integral part of social studies, could be coordinated with high school social studies or history teacher. His students could present their research on black history, making powerful guest speakers for the younger children. Television programs such as Soul, Black Journal, and Soul Train could be utilized to enhance the school curriculum.

Art and music would also relate to black history. Music from various minority cultures would be presented and children could share their knowledge of contemporary music and performing artists. There could be co-ordination between art classes and other programs--such as designing stages for small plays the children write and produce themselves, or making costumes and clothing for music and dance programs.

The reading curriculum would begin with simple necessary requirements. Cross-age teaching is made possible by using older children (from the high schools in the area) as tutors. The older children could write short stories about life around their neighborhood. Older children would understand the problems of reading books that bored them and did not relate to their childhood and could be convinced to start their own group to produce reading material for the lower grades. The children would be more interested in reading about their neighborhood through materials written by someone they know personally. Also, there is no reason why the children themselves could not write their own stories. They could be typed, illustrated, bound and placed in their "library" for the other children to read.

Along with reading would be a language arts program especially geared towards the children. Foreign language would be a part of the curriculum, especially if there were Puerto Rican or other minority children in the class. Spelling words would be more closely related to the children's vocabulary. Vocabulary might include a word list that the children as a class put together at the beginning of each week. They would give words they use, or words they are curious about (words they see on advertisements, in stores, or television). Definitions would be

discussed and spelling would be learned without special drills and exams.

The science program would be centered around the daily interests of the children. If a child brings a bug into the classroom and others show interest toward knowing something about it, then there is a science lesson. For those not interested in that particular lesson, there could be a science table with pre-planned science experiments that they could do on their own and with others. In the classroom, teachers would not force all the children to listen to what interests only a few.

The math program would be mostly independent study through worksheets and games. Children can build geometry boards with nails and rubber bands which can be moved around to create different shapes. Worksheets would be for basic information and understanding. Some children would be able to grasp concepts better than others and could go on to games and new material.

Paraprofessionals would relate the math to their neighborhood. For example, suppose they were learning how to solve word problems. Information on prices could be gathered from the local stores the children know, and word problems could be devised around that. In this way, the child would be more interested in what he was reading

and would better see the relationship between fractions and his life.

By introducing such new approaches to curriculum, the paraprofessionals both feel they have something to contribute and can bring about some real changes. Most important is the impact paraprofessionals can have on the "hidden curriculum"--what is practiced rather than preached at the first level, parents and older youth who were formerly seen as opponents to the system or outsiders have something to say about that educational system. By functioning successfully as an adjunct teacher, they can break down the myth of education as increasingly complex and mysterious for children.

If an entire staff in a ghetto elementary school is white and middle class, then any good intentions of a school to involve itself in the community, teach black history, or relate to the children's experience is contradicted by the hidden curriculum. At a deeper level, the presence of parents and community aides in the classroom demonstrates for both children and parents some real possibilities for poor and black children in the educational process. As paraprofessionals grow in competence and advance in a career ladder, the hope factor becomes real for the entire community.

The most important criterion for any elementary school is to maintain the sense for children that they can do the work required in the schools. Urban elementary schools will know they are successful when reading scores no longer start to fall behind the national average after the second or third grade. They will know they are successful when children enter junior high school and high school ready to do the work and to learn job related skills or further preparation for college.

CHAPTER III

A DIFFERENTIATED STAFFING MODEL FOR URBAN HIGH SCHOOLS

1. The Need for a New Kind of High School

During the past fifteen years, urban high schools have gone from a state of public indifference to a state of public despair. As a high quality high school education has become increasingly necessary for employment, schools with a large poor and Black enrollment have fallen further behind their suburban counterparts.

Urban high schools today present an image of large numbers of students with different needs and goals--none of whose needs are being satisfied. Some students want an academic course preparatory for college; some want course work and practical experience in business, merchandising, or secretarial training. Others need vocational training for a variety of skilled and semi-skilled occupations.

In order to maintain efficient and complex programs, a comprehensive high school must enroll a large number of students, somewhere between 2,000 and 4,000.¹ While largeness

¹For examples of enrollments in urban high schools see Department of Health, Education, and Welfare. Public School Enrollment. (Washington G.P.O., 1969).

is not necessarily a course of failure, it does increase the feeling of a depersonalized bureaucracy and provides an excuse for confused goals and poorly implemented programs. No semblance of accountability to a community or personal contact greatly aggravates the problems of drugs, racism, truancy, and dropouts.

The signs of those accumulated failures have become obvious. Inside urban high schools, rising frustrations and Black militancy have produced an outburst of violence --often involving racial clashes. Cafeterias have become scenes of open warfare; corridors are guarded by city and special school police; special details patrol the neighborhood when the school day is over. What goes on in the classroom may be more orderly but this scarcely makes a greater educational contribution.

The activity of learning those skills necessary for employment or further education is not the foremost concern of students, teachers, or administrators in urban secondary schools. Students view the school's program as hostile to their interest, rigid in its offerings, burdensome and irrelevant as an activity. Meanwhile, teachers view their students as unable to live up to standards, unable to learn, and best kept occupied with meaningless drills and tasks. Administrators attempt to keep the estrangement between students and teachers from exploding

in violent confrontation. Alienation, distrust, and conflict have replaced a climate of learning, growth and exploration.

Frustrated by a meaningless routine of schooling without learning, Black students choose not to finish high school. Nationally, about one out of three who starts high school graduates; and of those who do graduate, only one in eight continue their education.² But those figures are misleading because few of those high school graduates are counseled to try for anything but a general diploma-- a testimony to attendance and little more.

In New York City, for example, there have been about two hundred Blacks earning academic degrees and a few others acquiring vocational or commercial diplomas.³ Usually, guidance counselors recommend a general diploma program despite the complaints of city business firms that high school graduates cannot be trained even as file clerks.

While the most obvious sign of the failure of urban high schools is the inadequacy of the academic preparation for college, far more critical is the failure to

²For a more detailed description see, The Urban Education Task Force Report, Wilson Riles Chairman.

³Atron A. Gentry; Byrd L. Jones; Carolyn C. Peelle; Royce M. Phillips; Jack C. Woodbury; and Robert L. Woodbury. Urban Education: The Hope Factor. (Philadelphia: Saunders, 1972).

prepare their graduates for meaningful employment. During the mid-sixties, the proportion of sixteen to twenty-five year old black youths out of school and work was greater than unemployment rates in the midst of the depression. Unskilled jobs are being automated at the rate of 40,000 per week. In a typical month there were 3.3 million people looking for jobs while there were 4 million technical jobs vacant.⁴

Thus, in this country, discrimination against Blacks means that Blacks must hold a college degree to earn as much as a white high school graduate. That inequality is exaggerated by persistent and systematic short changing of urban schools. When young black males can see one out of three of their 18-24 year old brothers on the street, unemployed, they must be offered a superior education if high schools are to keep their interest.

Further, high schools must link their counseling and programs directly to the employment opportunities which are available in the entire city. Businessmen and governmental agencies must become directly involved with the schools in training personnel for real positions. The students should get out of the classroom and into the

⁴J. Olsen. "Needed: A New Kind of School for the Slums", Educational Digest, 33: pp. 4-7.

factories and offices in their community.⁵ Parents and community leaders must be involved in a major effort to break down the hostility and frustrations which make school so inhospitable to learning.

Whereas urban elementary schools may regard major structural changes as a positive educational reform, urban high schools require major structural changes for their very survival. A model for differentiated staffing may suggest a way in which most high schools can at least begin to deal with their major problems. Perhaps the total environment can be altered so that urban high schools can use all the strength of its larger community--students, parents, teachers, and administrators as well as businessmen, politicians, policemen, professionals, artists, and urban leaders from every field. A differentiated staff which involves not only a range of full time positions, but also many part time positions, will help create a situation where education is perceived as a desirable and necessary noncommitant of change.

⁵The author made first hand observations of the Parkway School in Philadelphia, Pennsylvania and the METRO School in Chicago, Illinois, which have demonstrated the possibility for such activities.

2. A Staffing Model for an Urban High School

A differentiated staffing model for an urban high school would have seven levels: master teacher, senior teacher, staff teacher, associate teacher, student or intern teacher, assistant teacher and teaching aides. The bottom two levels allow for both a full-time advancement oriented path and a part-time modular scheduled component. Some master teachers would have responsibility for the flexible or modular portion of the school program involving ten staff teachers, ten associate teachers, ten student intern teachers, twenty assistant teachers and ten teaching aides. Other master teachers should have time to teach, to demonstrate, to guide staff development, to introduce new curriculum, and to know the students.⁶

The exact mix for a school would naturally depend upon the staff in that school, because the design allows for maximum flexibility and change over time. The staffing pattern would allow multiple entry points; it would allow teachers to modify their responsibilities to suit their interests, and it allows both vertical and horizontal advancement. For staff members who have reached the level where salaries and responsibility seem appropriate, salary

⁶The author made first hand observations on visits to the San Francisco School District, San Francisco, California; and Mesa Public School District, Mesa, Arizona. He was also a staff member for SPU-LTI National Training Conference on Differentiated Staffing, Florissant, Colorado.

increments would reflect years of experience. For staff who wished to advance their level, the master teachers in conjunction with a cooperating university would offer extensive in-service training. (See chart on page 63).

In elementary urban schools, the primary object of adopting a differentiated staff is to bring in teaching staff from the immediate neighborhood who will convey high expectations to the children and relate empathetically to their experiences. On the high school level, the task of the differentiated staff is to link the school to the world of jobs and adult counseling, to provide adult roles and leadership, and to connect with adult problems and values.

For example, rather than bringing in a policeman to lecture once on drugs and the consequences of crime, a policeman might become part of the instructional staff, offering his own self-contained courses. He might arrange a series of mini-courses on laws, and law enforcement in the city. At the same time, a lawyer might offer a course about citizens rights in the urban community. Then the students, instructors, and the school might feel they have a real stake in the course. It becomes more than a temporary diversion from the "real" academic program.

Instead of having once-a-year "Career Days", through a differentiated staff, students can be involved in

A STAFFING PATTERN FOR AN
URBAN HIGH SCHOOL

Grades 10 - 12 or 10 & 11 & 12
for 2000 students

HORIZONTAL DIFFERENTIATION

For Career Satisfaction
at Any Level



(Numbers indicate
approximate number
of positions at
each level)

	MASTER TEACHER	5	MASTER TEACHER
	SENIOR TEACHER	10	SENIOR TEACHER
	STAFF TEACHER	40	STAFF TEACHER
	ASSOCIATE TEACHER	50	ASSOCIATE TEACHER
	STUDENT OR INTERN TEACHER		ASSISTANT TEACHER
	ASSISTANT TEACHER	25	ASSISTANT TEACHER
	TEACHING AIDES	15	TEACHER AIDES

VERTICAL DIFFERENTIATION
For Career Advancement



on-campus or off-campus instruction in job opportunities, involving real experience in a working setting. Students might take a course in merchandizing by working in several types of stores as stock clerks, cashiers, and sales clerks. Many kinds of businesses could be paid a modest fee to offer courses on their own terms in their own settings partly as a community service and partly in their own interests. Such cooperative ventures allow students to look over prospective employers and employers to look over prospective employees--to the benefit of both.

Again, a high school might save money and offer a music program by bringing in jazz performers during the day to talk about their jobs and offer instruction to young musicians. In San Francisco, Congressman William Brown volunteered to offer courses on civics in an urban high school.

Some of the regular teachers would then become knowledgeable, skilled coordinators of a highly diverse teaching staff, rather than assuming expertise in one narrow field. Changing the mix of instructional staff to involve people with skills who are not credentialed teachers may redefine what a high school could be. Rather than be an almost meaningless "preparation for life," high schools could begin to become a part of adult life.

In bringing in such a diverse staff on a modular basis, urban schools can still keep costs down. For a

comparison of staff costs in a traditional school and a differentiated staffed school, see table on page 66.

3. Job Descriptions for a Differentiated Staff in an Urban High School

These job descriptions are not designed to provide specific tasks for any one school. The success of differentiating a staff rests upon adapting tasks to the individual skills of the instructional team and to the needs of a particular school.

Unlike elementary schools where most part-time teachers would be community aides, a high school would draw its modular scheduled staff from professionals and other highly skilled individuals in the city. Those individuals would be selected primarily on the basis of their knowledge about the economy, the larger society, and adult roles and responsibilities.⁷

Master Teacher

In a differentiated staff, the master teacher level would be a non-tenure position with a Doctor's Degree or

⁷The job descriptions are derived from proposed descriptions from an Education Professions Development Act funded project in Cherry Creek Schools, Englewood, Colorado and from the literature survey for the Differentiated Staffing Institute, to compose the D.S.I. CUE CARDS. In addition, the author observed first hand actual functioning in operation at Mesa Public Schools, Mesa, Arizona.

Comparison of estimated costs of Conventional Model and Differentiated Model for an Urban High School of 2000 students.⁸

Conventional Model

<u>Position</u>	<u>Number</u>	<u>Salary</u>		<u>Totals</u>
		<u>Unit</u>	<u>Extension</u>	
Teacher (tenure)	40	\$11,000	\$440,000	
Teacher (probationary)	40	8,000	320,000	
Principal	1	22,000	22,000	
Assistant Principal	4	18,500	72,000	
Educational Specialist	2	15,000	30,000	
	<u>87</u>			<u>\$886,000</u>

Differentiated Model

<u>Position</u>	<u>Number</u>	<u>Salary</u>		<u>Totals</u>
		<u>Unit</u>	<u>Extension</u>	
Master Teacher	5	\$19,200	\$ 96,000	
Senior Teacher	10	14,000	140,000	
Staff Teacher	30	9,000	270,000	
Associate Teacher	40	7,000	280,000	
Assistant Teacher	5	5,000	25,000	
Teacher Aides	5	3,000	15,000	
Staff Teacher	10	9,000	18,000	
Associate Teacher	10	7,000	15,000	
Assistant Teacher	20	4,000	20,000	
Teacher Aides	10	3,000	6,000	
Student/Intern Teacher	10	No Charge		
	<u>155*</u>			<u>\$885,000</u>

*Includes short-term and part-time staff from the community and non-salaried student interns.

⁸These figures are based on the average salaries from 1969-70 salary schedules given for secondary schools in Los Angeles, San Francisco and Chicago and Salary Schedules for Teachers, 1970-71. Research Division-National Education Association, 1970.

equivalent in experience. The salary range might be \$16,000 to \$22,000.

The duties of the master teacher would vary with the situations and needs of the students. Many master teachers would serve within the school, but some would work in the community coordinating programs.

The master teacher may be primarily responsible for: 1) the program of learning for his respective team, 2) coordinating the work of his team composed of certificated and non-certificated staff, 3) coordinating training opportunities for the student teacher, the interns, assistant teachers and teaching aides, 4) investigating new ideas and innovations and bringing them to the staff for its consideration, 5) studying students and the community in order to provide curriculum adjustments where needed to meet the individual needs of students, 6) participating in the teaching process by demonstrating new techniques, learning about problems facing team members and providing articulation among the team members, 7) developing and encouraging procedures for using community resources and aiding assistant teachers, student and intern teachers on the team in such areas as lesson planning, discipline and methods. The master teacher is responsible for modular scheduling, coordinating the program and involving teaching aids.

Senior Teacher

In a differentiated staff, the senior teacher level

would be a non-tenure position with a Master's Degree or equivalent in experience. The salary range might be \$11,000 to \$17,000.

The senior teacher would have primary responsibility for 1) making direct contact with the parents and the community of his school district, 2) assisting the master teachers and staff in the operation of the school, 3) assisting teachers under him in matters of school management and instruction, 4) serving as a communication link between his team and other staff members, 5) familiarizing himself with current writings and books in the field, 6) attending various conventions, seminars, and workshops pertaining to improvements in urban education and sharing pertinent findings with his staff members, 7) working with other staff members in planning parts of programs that are related to home and community involvement and working with parents so that they support educational objectives, 8) facilitating communication among parents, school people, students and the community.

Staff Teacher

The staff teacher level would be a tenure position requiring a valid teaching credential or equivalent in experience. The salary range might be \$8,500 to \$11,000.

The function of the staff teacher would be to guide and help students under his immediate charge to achieve

their maximum potential. He or she also would participate in team planning and would assist the team leader in accomplishing the team tasks for which he is responsible. The staff teacher's range of responsibilities is exclusively devoted to the on going. He has a full teaching load and most closely resembles existing high school teachers.

The staff teacher may advance vertically by education and experience or he has the option to remain and continue horizontally.

Associate Teacher

The associate teacher level would be a tenure-probationary position with two year teaching experience and a Bachelor's Degree or an equivalent in experience. The salary range might be \$6,500 to \$8,500.

The role of the associate teacher may be that of collaborating with members of the staff in planning for learning, managing the teaching-learning process, and assuming the instructional responsibilities in specific curriculum areas. The associate teacher, a novice, has a learning schedule and less demanding responsibilities.

The associate teacher may advance to a staff position or stay at the associate level with slight salary increments based upon experience.

Assistant Teacher

The assistant teacher would be a non-tenure position requiring 60 to 120 units of academic credit. The salary range might be \$4,000 to \$7,000.

The assistant teacher may tutor individuals or small groups of students in specific skill development, work with them on research projects, demonstrate specific operations and experiments in classrooms, laboratories, and shops. Involvement in the COP program would lead to upward motion on the vertical differentiation or the option of remaining at this level and continuing on the horizontal differentiation. In the multi-arts the assistant teacher is used to serve as a resource in planning and implementing learning activities centered around an aesthetic mode (music, theatre arts, dance, visual arts), and to help master teachers coordinate efforts in this area.

Teaching Aides

The teaching aide would be a non-tenure, full or part-time position with no degree requirement and with vertical and horizontal differentiation. The salary range might be \$3,000 to \$4,000.

Teaching aides participate in educational tasks mainly by tutorial work, either with small groups of students or on a one-to-one basis and thereby offer

students additional academic assistance. The teaching aides offer their attention and their energy to establish satisfactory and stable relations with youngsters. They can seek a common ground and supply a sense of immediate gratification to the student as he struggles to improve his academic achievement. The rewards for improved academic achievement are too remote to be a powerful incentive to many youngsters in urban schools. The immediate acceptance and encouragement that the teaching aides can offer is the basis of improved performance.

Some teaching aides may be chiefly in a supervisory capacity with some specific teaching responsibilities.

Student and Intern Teachers

The student and intern teachers would be non-tenured degree candidates receiving no salary, although a small stipend would be desirable. They would work with the team, gradually assuming more responsibility for handling individuals, small groups and large group presentations. Their work is supervised by the master teacher and other assigned personnel in addition to University instructors.

4. Some Advantages of a Differentiated Staff

A differentiated staff in an urban high school would provide opportunities to use the entire city as a

school campus, information about careers and how to prepare for them, opportunities for parental involvement and community development, in-service teacher training, improved use of physical facilities, and flexible or modular scheduling to meet student needs.

The last three advantages indicate how a differentiated staff contributes more efficiently to achieving functions that many schools are currently trying to fulfill. They relate directly to the more traditional roles of a high school. The differentiated staff creates a larger staff, organized in flexible teams and providing time for teacher renewal, in-service training, and coordinated planning.

1. In-service Teacher Training

Differentiated Staffing aims to bring the community into the school so that the students will grow into understanding, participating citizens. Most important is the philosophy that education is not only the function of the school system but also that of the total community.

The differentiated staff is an effective mechanism for introducing teacher trainees into a school system in a rewarding way. The expectation of a number of teacher trainees is built into the program. These trainees will

be placed in the school system in a position where they can be most helpful while acquiring the skills necessary to complete their training. During this time courses, workshops, and recreation are provided for all members of the community. The curriculum would be centered around problems relevant to the community. The teachers, in order to be able to relate to and understand these problems, should actively be involved in the community.

A differentiated staff is designed to take as many people at as many levels as possible and have them work together efficiently in the interests of the student. Everyone should be able to seek upward mobility if they so choose.

2. Improved Use of Physical Facilities

Given community involvement the school is able to make its facilities available beyond the normal school day, not only for community residents but ideally for the students as well. A positive change in the attitude of the community towards the school is a necessity for school reform.

3. Flexible or Modular Scheduling to Meet Student Needs

The increased staff that differentiated staffing brings, makes individual teaching more of a rule than the exception. If a student receives enough individual

attention it is possible to design a program of study for him which will be in his best interest.

A course in civics or law enforcement, for example, might be taught in a county court house of the city. Once the courses have been chosen, the teachers and students should find a place to meet in the city itself. A great variety of courses would be offered to meet the needs and interests of the individual students. The classes themselves should be composed of heterogeneous groups of students of different ages.

Three other advantages of a differentiated staff move toward a new definition of high school education. The goal is to prepare students for adult roles. The direction of the change is perhaps conveyed by the phrase "Creating a School Without Walls". But opening up this isolation of a school is sufficient only if it is based on the reality of a student's need for a job or adequate preparation for college.

1. Opportunities to use the Entire City as a School Campus

Increased participation by community residents, with a wide variety of special skills at various staff position levels in the differentiated staff lattice, bring in people from a variety of backgrounds. Businessmen, city officials, and especially parents whose jobs take them

into every aspect of the community become a resource for the school. Their involvement also commits them to opening up the area of their outside involvement to the students. The most important aspect of this program, however, is the increased staff that makes excursions and other extra-school activities possible.

The opportunity to use the entire city as a school campus presents new challenging ideas in education. Approximately ten schools using this model have opened, including the Parkway School in Philadelphia and METRO in Chicago. Originally designed to decrease overcrowding at virtually no cost to the school system, Parkway taps the major resources of the city itself such as the city's museums, science centers, department stores, luncheonettes, street corners, and even stairways, as "classrooms".

"Learning is not something that goes on only in special places called classrooms, or in special buildings called schools," John Bremer, the first director of Parkway, wrote; rather, "it is a quality of life appropriate to any and every phase of human existence, or more strictly, it is human life itself." Bremer, committed to individual growth, autonomy, and creativity continues, "the spatial boundaries of the educational

process in the Parkway Program are coterminous with the life space of the student himself."⁹

If you break the boundaries so that students go off campus and businessmen come on, the oppressive trivia of the high school environment become meaningless: dress codes, corridor passes, and grading as sole means of evaluation. The trivia which denies a transition to the adult world is neutralized by the very presence of that adult world.

2. Information about Careers and How to Prepare for Them

The differentiated staff lattice provides a continuum from students to senior teacher that may be entered at any level. This staff has all information about careers in this field at any level since its members either are going or already have gone through all the procedural steps involved. Also included is a person who can describe the duties, responsibilities, and the feel of the job at any terminal point on that continuum.

Through mini-courses from businessmen and college preparatory courses from COP students or staff, students may anticipate the real results of their learning.

⁹Quoted in Charles Silberman, Crisis in the Classroom. (New York: Random House, 1970), p. 350.

3. Opportunities for Parental Involvement in
Community Development

The differentiated staff arrangement would eliminate the positions of the principal and his assistants. The effect this change has on a school is to decentralize the decision making process. While the "senior" teachers would have a large voice, almost any arrangement can be made to give parents a significant voice. Either through participation in a governing cabinet or as members of the staff, parents will become a guiding influence in the school.

The school would provide opportunities for the adults of the community to continue their education. Many may acquire their high school diploma and even go on to college. Programs can also be successfully adopted to teach the adult how to help his child with his school work.

Businessmen depend on schools to provide training for employees--training will be relevant so that jobs can develop, community services can begin to function again, and high schools can be a focal point through which communities can see their own progress.

CHAPTER IV

A CASESTUDY: POLYTECHNIC HIGH SCHOOL SAN FRANCISCO, CALIFORNIA

1. Polytechnic High School: Mandate for Change

In 1969 a San Francisco newspaper described the state of Polytechnic High School, an account all too-familiar of urban education: "Polytechnic High School looms grimly across windswept Frederick Street from Kezar Stadium like some out of date factory... The school recently has been the scene of typical urban problems: racial strike, dope peddling, prostitution and general unconcern which leads to large scale truancy." How does a school reach this amount of degradation, common in the U.S. today? What are some feasible solutions to the problem? And how does one implement the best solutions?

In 1969, Polytechnic High School was torn by struggles that rendered the school almost inoperable. Students were polarized against teachers and administration, teachers against parents--in general, each faction was opposed to the other.

In August of 1969 Alfred C. Simmons became principal. While tension was alleviated to some extent, Poly still

did not have the kind of academic atmosphere that was conducive to high quality educational programs.¹ It still had one of the highest dropout rates and lowest attendance and enrollment figures in the city. Those statistics were compounded by a generally apathetic attitude surrounding the school.

Just ten years before, Poly was considered one of the best schools in the city; it had a good teaching staff, a comprehensive high school program, an active community participation, and high student morale. Part of the reason for the radical change over the past ten years was the deterioration of the community. With the advent of the "flower children," many small merchants and white middle class families with school age children moved away from Haight Ashbury, and black families began to move in. As a result, Poly's overall enrollment declined while the black segment of the student body grew.

As of September 1969, the enrollment was 1150 with approximately 500 absences daily. The structure itself had the capacity to accommodate 2200 students. The student body consisted of 72 per cent Black, 15 per cent White, 5 per cent Filipino, 5 per cent Asian American, and 3 per cent Chicano.

¹San Francisco Chronicle, May 28, 1970 and San Francisco Examiner, May 28, 1970.

The building itself was old. The main shops were built in 1912, the main building and auditorium in 1915, the boys' gym and music room in 1929, and the girls' gym in 1937. Little or nothing had been done to modernize existing facilities or to add new ones. The auditorium was drab, and loud speakers and microphones did not work properly. The restrooms were outmoded and there was no student lounge. There was no place for student activities. At lunch time students had the choice of either the cafeteria or the sidewalk.

The curriculum lacked variety. Poly needed to provide more courses for students who were not college-oriented, and it needed to provide work experiences and job opportunities related to the various skills learned in the school. As illustrated in Charles Silbermann's Crisis In The Classroom, the situation of Polytechnic was not unusual--the education of today's urban youth seems to have reached its nadir. Juxtaposed with almost every discouraging educational situation is a conglomeration of treatises containing possible solutions.

In 1970 The Institute for the Advancement of Urban Education, with the cooperation and support of the students, administration, faculty, parents, community people, and the San Francisco Board of Education embarked

on a unique project to put some life into Poly.² There is a serious absence of programs which are developed by the participants not to mention including them in the implementation and operation. Therefore, the Institute began by including the opinions of the students, parents, community members, teachers, and administrators.

In January, 1970, IAUE contracted with the School Board of San Francisco to survey student interests for planning a student-directed curriculum at Polytechnic High School. A year later, the results of the survey were implemented in a pilot program for Student Directed Curriculum (SDC). A differentiated staffing pattern was the key to finding the necessary resources to make the SDC work.

2. The IAUE Survey--Implementation and Results

The Institute decided to seek the opinions of the widest range of people whose lives were connected with Polytechnic High: students, teachers, parents, community residents, past graduates of Poly, dropouts from Poly, and students in all the feeder junior high schools for

²IAUE is a black-owned private consulting firm, located in New York City. The Institute has provided its services of guidance, planning, consulting and personnel training in various projects, from San Francisco to Gary, Indiana to Ocean Hill, Brownsville in New York.

Poly.³ The Institute employed a structured program which includes both formal and informal approaches. The informal facet was fulfilled by the Charrettes and workshops. (The Charrette is a community gathering for an expressed purpose.) Between the informal approaches and a more formal one, the survey, it was hoped that a sample of all opinions would be obtained. The institute also developed a long range contract which discussed the actual implementation of the student-directed curriculum.

Hopefully the survey would supply the needed information for the implementation of a student-directed curriculum. With a certain knowledge of the students' interests, the school can so correlate its offerings. With a positive voice in their school, the students will begin to see their lives. Specifically the objectives of the project were:

1. To conduct a preliminary survey of the school and its offerings with the principal, the teachers, the necessary staff from the school headquarters, community residents, and the students in order to gain the necessary inputs and to help determine the best logistical approach to insure the program's success.
2. To conduct the necessary school wide and community based forums for gaining vital inputs and interaction. The techniques of the Charrette were employed throughout this period.

³The Author directed and coordinated all of the formal surveys.

3. To circulate prepared questionnaires to all the participants (teachers, students, parents, and community residents) and to help determine preliminary list of interests.
4. To collect, collate, analyze, and interpret all preliminary findings and data for incorporation in the final instruments.
5. To administer the following three instruments developed by IAUE:
 - a. Inventory of students' interests for planning a Student-Directed Curriculum.
 - b. Inventory of Teacher Interests for planning a Student-Directed Curriculum.
 - c. Inventory of Community Interests for planning a Student-Directed Curriculum.
6. To submit a detailed report that would incorporate the findings and data of the above instruments, and would make specific recommendations as to the most feasible approaches to establishing a Student-Directed Curriculum at Polytechnic High School.
7. To involve the San Francisco business community through the Bay Area Management Council.
8. To involve the university academic community through an interchange with the Ethnic Studies Department at the University of California at Berkley.⁴

The achievement of these objectives occurred in three phases. The first phase was basically introductory. Three IAUE administrators, a Chief Consultant, a Project Manager and an On-Site Project Coordinator, held preliminary talks with the principals, teachers, students and community

⁴A Proposal to Conduct a Survey of Student Interest for Planning a Student-Directed Curriculum at Polytechnic High School, San Francisco, California, January, 1970, p. 3.

residents. An extensive publicity campaign was begun to announce the purposes of the program.

The second phase was a more intensified planning period. This was initiated to determine the best method to institute the survey. The "Charrette" was decided upon as a valuable way to obtain opinions. Audio visual equipment such as video taping, tape recorders and other media were employed.

The third phase was the actual implementation of the Teacher-Student and Student Interest Inventories. This phase, enacting objectives five through eight, also included the Community Survey.

The survey for the pilot study of student interests included such questions as:

--Please indicate how helpful any of these subjects have been to you: [followed by a list of the course offerings]

--If you could take only one subject in school during your entire school career, what subject would that be?

Beyond the students' curriculum interests, the survey also asked such items as:

--The one person I would like to be is _____

--I believe that students start using drugs because of _____ [with six choices]

and

--The most important job of the schools is to _____

The teacher survey covered a wide range of topics from curriculum, job preparation, discipline, drug abuse to likes and dislikes about teaching and their students.

The pilot study of community interests attempted to compare parents' answers with their childrens' answers to many of the same questions. The dropouts from Poly contributed mostly through personal interviews and charrettes. Future Poly students from the junior high schools were asked similar questions as high school students on the survey and were asked in personal interviews to express their fears and hopes for their high school future.

The objectives of the survey were to gather information relating the following areas:

- (a) The students' interests in specific courses of study and extra curricular activities; the kinds of materials or facilities they enjoy using most; their perception of social issues and their career objectives.
- (b) The perceptions that the parents and community persons have of students and the role of the school as it relates to the areas described above.⁵

The data from the surveys was analyzed as to the congruencies and incongruencies in the three preceeding areas. A few basic assumptions were developed to use the survey data. Where the perceptions were the same, one could

⁵"Student-Directed Curriculum: The Institute for the Advancement of Urban Education", July, 1970, p. 6.

assume that the groups felt the same about the issue and would be able to work well together. Where the perceptions clashed, the opposite would be true.

In addition to the surveys, the members of the institute conducted personal interviews with present, past and future Polytechnic students.⁶ There were approximately 25 Polytech students who volunteered to be interviewed. Their grade point ranged from a .75 to a 3.75. Seventy five per cent of the students were Black, the other twenty five per cent were White, Asian American and Filipino.

The primary concern of the students seemed to be their preparation for the future. They expressed concern about learning how to fill out job applications and how to prepare for job interviews. Their complaints centered on the failures of the work study programs. Too many graduates were not prepared for their occupations. Their failures gave all graduates a poor reputation.

The other problems which seemed to be stressed by the non-black, minority students dealt with the condition of the building, poor food, lack of extra curricular activities and feelings of inferiority as a minority. "School is uninteresting, there is nothing to look forward to in

⁶The author conducted the interviews with the present, past and future Polytechnic High School students.

attending school." This is a comment typical of the students interviewed about their high school.

The graduates of Poly felt that the problems of Polytechnic ran the gamut of educational treatise.

- a. "Poly's physical plant is repulsive."
- b. "The main fiasco about the courses is the teaching method."
- c. "Poly needs more student activities during school hours and when school is not in session."
- d. "The race of teachers is not important as long as they relate with their pupils."
- e. "Counselors are inept in guiding courses as well as future occupations."

The future students of Poly were well attuned to the feelings of the present and past Polytechnic students. Therefore they reiterated the problems expressing disdain in wanting to go there.

"I know people who graduated from Poly and they can't get a job because they don't know anything."

The workshops were another facet of the ongoing process of surveying and planning. The workshops held during the weeks after the Charrettes were attended by about three hundred persons.⁷ Work committees were formed to deal with some areas of the school: "Governance",

⁷The author conducted sessions of the workshops, the participants were present and past students, parents, teachers, administrators and community residents.

"instruction", and "student affairs". The final area is "curriculum" which was employed as an all encompassing goal for all involved. The role of IAUE in these workshops is illustrated by the following objectives:

- a) Task orientation on work to be accomplished.
- b) Task orientation on increasing numbers of people within the whole family of Poly (students, teachers, parents, administrators, central administration and community people).
- c) Task orientation related to a micro-educational model for Fall, 1970.
- d) Emergence of reliance of resources present within members of the Poly community rather than continued reliance upon external sources as sole resources.
- e) Emergence of leadership skills on the part of a constantly changing workshop population.
- f) Concentration upon task orientation in conversation rather than rhetoric destructive to task orientation.
- g) Actualization of a "we" feeling among the heterogeneous role players.
- h) Communication within a present and future frame of reference rather than a recitation of past ills.⁸

Workshops were continued through June, 1970 with the major task being the development of a model Student-Directed Curriculum for the Fall of 1970.

⁸"Student-Directed Curriculum", The Institute for the Advancement of Urban Education. July, 1970, p.7.

3. Planning Involvement at Polytechnic

For three months, IAUE facilitated a participatory planning process both to bring fresh insight into the planning and in order to establish a model for later participation in the curriculum. Students, parents, teachers and others expressed their repeated concern for immediate improvement for the students as measured by attendance and a lowered sense of frustration. At the same time, they feared that proposed reforms might prove only a brief experiment if they did not have assurances of long term support from the San Francisco Board of Education. But from the beginning most thinking assumed that the objective was the full establishment of a Student-Directed Curriculum in Polytechnic and perhaps in all of San Francisco.

During the school year of 1970-1971, Polytechnic in conjunction with IAUE developed and tested out a model of Student-Directed Curriculum and Polytechnic High School involving approximately 150 students, ten teachers, and related staff and administrative support. The major tasks were three fold. First, the school had to select and differentiate the staff in order to determine relevant skills and develop natural leadership in the team. Second, the teams had to develop a new catalog of curriculum offerings. Finally, the actual experiment had to be evaluated in order

to make a decision about future expansion for the next year in the entire school.⁹

Because of the long planning phase and because the existing conditions in the school were so depressing, it was possible to develop a fairly elaborate but workable system for involving parents, teachers, students, and community leaders in the planning process. Shared responsibility and on going consultation with a wide variety of constituents proves viable only when the existing administrative units are willing to allow others to make some decisions, including some mistakes. Any encouragement of innovation and change must include the freedom to fail.

The substantive impact of bringing new resources into the curriculum planning process, of course, was to involve the school and students much more closely in activities related to the adult world. The sense of having a meaningful decision to make was part of it, but more important was the fact that new courses and new options formed a consideration of means and performance not usually considered by students. The question of setting criteria for recruiting and rewarding staff, for example, opened up important issues of equity and of reasonably objective

⁹Polytechnic High School Student-Directed Curriculum, A Report to the San Francisco School District, Vol. II. Summary of Final Report. The Institute of the Advancement of Urban Education, July, 1970.

standards and of what alternatives might be available.

The Pilot Program for Student-Directed Curriculum began at Polytechnic High School, spring semester of 1971. The program was financed by the San Francisco Board of Education and the Ford Foundation. Fifty students in the program were chosen by lottery which was contrived by sex and grade levels. There were over 400 applicants. The average daily attendance of Polytechnic High School is approximately 60 per cent, but the attendance of the students in the SDC Program is over 90 per cent.

The program is divided into three areas and is housed in three connecting open classrooms. The areas are technical studies, behavioral studies and communication. These three areas are divided into SDC mini-units which are on the idea of packaged program learning. The program uses the entire city and bay area as the classrooms. The units are flexibly scheduled so that some may be completed when necessary or others may be extended if necessary.

A differentiated staffing pattern has been implemented. There is the assistant principal, resource personnel who are part-time; there are the master teachers, intern teachers and the teaching aides. There are three teachers, three teacher facilitators, one intern teacher and the two

resource personnel. The career lattice for the teaching aides has three levels--level one is a high school diploma; level two is an A.A. degree; and level three is a B.A. degree. The regular teachers must have California certification which requires a fifth year of study. The resource personnel are professors from the University of California at Berkeley and Stanford University.

In the SDC mini units, the students design instructional objectives, learning activities and an evaluation component. There are numerous options open and available to students in the program. For example, in technical studies, there are options for zoology, biology, mathematics; in the behavioral studies there are options for civics, business, and history. In one of the units for civics, the students went to the State Capitol to observe the State Legislature in action. They also attended school board meetings and other federal state and local functions that were of interest. In communications there are various options for English Literature and Speech. Physical Education does not meet for an hour each day but meets Tuesday and Thursday for longer periods of time. The students can go horseback riding, bowling, swimming, water skiing or participate in almost any type of activity that they desire.

The immediate, replicable result of the Polytechnic

model was a catalogue of mini-units developed in collaboration with the students in the schools. The units had not only to grow out of expressed student interest, but also to be described in some brief and orderly fashion so that other students could efficiently determine whether they shared an interest in that course. Thus, students listed a brief description, instructional objectives, learning activities, and the forms of evaluation for each unit. As they experienced the unit, certain modifications were made in order to keep the course within the initial intent rather than letting it simply go wherever the immediate class had some interest.

Some units dealt with black history and black culture and simply represented a use of a vehicle to hasten the introduction of a new topic into the curriculum. (See examples on pages 96-103). Other topics were exceedingly practical, such as how to file an income tax and how to use a bank book. While a part of the interest was definable in traditional terms as simply teaching mathematics, in fact, the units focussed attention directly upon the practical problems of how to fill out forms and how to compute interest costs. In fact the curriculum was relevant, and simply another effort to find an apparently relevant example in order to teach the same old basic mathematics, such as might be tested on a college entrance examination.

To take one specific example, in one class there were two brothers, one with curly hair and the other with straight hair. After the teacher heard a somewhat acrimonious discussion about unknown fathers for the one boy, the teacher and class developed a mini-unit on "How Did I Get Curly Hair When My Parents Have Straight Hair?" Using textbooks on genetics and human physiology, the class developed an extensive exercise in the rules of inheritance. According to the description, "We will cover monohybrid cross, sex determination, sex linkage, dihybrid crosses, blood types, and the Rh factor. We will also learn the procedure for making our own karyotypes." The evaluation consisted of a series of completed worksheets, a completed paper and a completed karyotype based on a visit to the Children's Hospital.

Another mini-unit was developed to investigate the "Rights of the Accused" after the brother of one student had been arrested on a minor motor vehicle charge. Separating the fact of an individual's rights from the circumstance of the crime and any allegations of guilt or innocence, the teacher and students planned a series of site visits, guest presentations, and readings focusing on specific rights, judicial procedures, and occupational roles involved in the legal system. Students were evaluated on

the extent of their participation in the scheduled activities as well as on how well they achieved the learning objectives they set for themselves.

A more extensive, research mini-unit involving a lab experiment was entitled "Water Pollution." Student interest in a national magazine exposé initiated a discussion of the dangers of water pollution. An extended discussion uncovered several basic questions relating to water systems and sewage disposal. Students contacted appropriate state and local agencies and environmental protection organizations to collect information. Individual and group assignments sought to diagram the concepts and systems which deliver water and dispose of sewage. The students attempted to answer the fundamental question of "What is water pollution?" Both through their investigation of agencies and related information and their lab experiments with kitchen garbage and its effects on the water supply. Again, the evaluation was based on each student's participation in the numerous unit activities and his final understanding of the topic.

The examples of mini-units on the following pages are included to indicate how to describe in a succinct fashion the student initiated mini-units. In addition, the topics suggest some of the changes in curriculum that can be anticipated if high schools would allow students an active role in directing their own learning activities.

4. MINI-UNIT EXAMPLES

Unit Title: "Just Who Are the Black Scientists"?

Description	Instructional Objectives	Learning Activities	Evaluation
This unit deals with black men in science over the years. We will deal with brief biographies of these men and their contributions to science.	1. The student will list 10 black scientists of the past and present.	a) Make a list on sheet of paper.	Completed list.
	2. The student will list the <u>field</u> in which each of the 10 receive distinction and <u>write a brief paragraph</u> describing that field of distinction.	a) Use resources from facilitator. b) Use library resources. c) See other science teachers in Poly; i.e. Mr. Keyes for sources.	
	3. Student will write a brief paragraph (biography) on the life of each scientist.	(same as above)	
	4. The student will compile all information into a typed manuscript classifying each scientist under his field of specialization.		

Typed manuscript.

Unit: History of Jazz

Resource: Field trip to a record collector's home

"THREE DECADES OF JAZZ"

Description	Instructional Objectives	Learning Activities	Evaluation
No greater contribution has been made to American culture than Jazz. Because of the scope and depth of Jazz and the artists who play or have played, we will study only a brief period of Jazz, from the forties to the seventies, and see what artist has contributed the most in that time period.	<ol style="list-style-type: none">1. The student will be exposed to the talents and artistry of Charlie Parker.2. The student will understand how Be-Bop came into existence.3. To find out the gains that Be-Bop produced.4. To learn more about the transition from Be-Bop to modern Jazz.	<ol style="list-style-type: none">a. By listening to Charlie Parker's record.b. To see what other writers and musicians thought of him.a. How the style of music changed.b. To see when history says it changed.a. By comparing records.	A finer appreciation of Jazz.

Unit Title: Black Music

Description	Instructional Objectives	Learning Activities	Evaluative Method
To learn about Black History by studying the music of Black people during the period, 1900 through 1930's.	<ol style="list-style-type: none">1. Review gospel music, spirituals and work songs.2. What are the blues? When did they start?3. Identify at least three blues songs.4. What was Dixieland? How did it start?5. What is Jazz? When did it start?6. Identify at least three problems affecting Blacks in society during this time. How was this seen in Black music?	<ol style="list-style-type: none">1. A brief oral discussion on gospel music, work songs and spirituals.2. From the text, JAZZ, read chapters 1 and 2 for I.G. #2-5.<ol style="list-style-type: none">a. Identify at least two musicians for each block of music.3. Read Chapters 3 and 4 of AMERICAN NEGRO for problems (or, comparable text), i.e., EYEWITNESS, AMERICAN NEGRO.	<ol style="list-style-type: none">1. Oral presentation and essay on I.G. 1, 2, 3, 4, 5.2. Collage on I.G. 1 - 5.3. Oral presentation and collage on I.G. #6.

Unit Title: Behind Bars

<u>Description</u>	<u>Instructional Objectives</u>	<u>Learning Activities</u>	<u>Evaluation</u>
A study of prevailing prison problems, present experiments and innovations in prisons and as exploration of various ways we could improve the present prison system or replace it.	1. Students will compile and categorize a list of sources for their findings to class by March 10.	1a. Two reporters for the <u>Chronicle</u> are currently doing stories on the prison system. Some students should contact them for recommendations for reading material and people and places to see. All source recommendations should be divided into 3 categories: 1) Present prison problems 2) Present innovations and experiments 3) Ways to improve the system or replace it b. A professor at USF teaches a course on prisons. Some students could ask him for his recommendations. c. Some students could check the magazines and books available in library.	Students will be evaluated on the extent of their participation in the above activities and on how well they achieve the various activities set down.
	2. Students will be able to: a. Identify present problems with prison system.		
			2a. Students will read some general articles on prisons. b. Invite someone to speak to us about general prison problems.

Unit Title: Behind Bars (Continued)

Description	Instructional Objectives	Learning Activities	Evaluation
b. Identify and evaluate some present innovations c. Identify and evaluate some ways to improve the present system	b. Identify and evaluate some present innovations c. Identify and evaluate some ways to improve the present system	c. Keep a notebook of clippings (news-paper) on prisons. d. Categorize specific problems we would like to study in the general area. e. Divide into small groups to study specific problems. f. Visit a prison; talk to ex-prisoners, wardens, probation officers. Prepare a list of questions to ask them prior to visit. May also want to visit a halfway house.	

Description	Instructional Objectives	Learning Activities	Evaluation
<p>This unit deals with the understanding and filling out of one's Income Tax forms.</p>	<p>1. Student will be able to give the meaning of the following terms: exemption, deduction, dependents tax rate, withholding, interest, itemized.</p>	<p>a. Student will read and discuss first half of pg. 266 of text. b. Student may call FBIR for definition of terms, or visit FBIR. Obtain copy of Federal Income Tax form 1040 and instruction booklet. c. Make a sentence for each term.</p>	<p>a. Understanding of page. b. Definitions of words as applied to Income Tax. c. Completion of sentences.</p>
<p>2.</p>	<p>Student will be able to itemize all deductions in a "case" example.</p>	<p>a. State the difference between an Itemized Deduction and a Standard Deduction. b. Do problem 5 on pg. 267 of text. c. Make up your own problem using other deductions than those used in 2B above.</p>	<p>a. Comprehension of difference. b. Completion of problem. c. Completion of problem.</p>
<p>3.</p>	<p>Student will be able to correctly fill out form 1040, given a typical income or using one's own income.</p>	<p>a. Student will go over and discuss income tax form with group and/or facilitator. Ask questions. b. Fill out form 1040.</p>	<p>a. Understanding of form. b. Correctly filled out form.</p>

Description	Instructional Objectives	Learning Activities	Evaluation
<p>This unit is a fun unit using the master charge, checking accounts and savings accounts to learn how interest is used and computed. We would hope to take this information and devise a money game which would incorporate all of our objectives and allow us to have fun learning.</p>	<ol style="list-style-type: none"> 1. The student will be able to explain the procedures for securing: a) Master Charge Card, b) savings account, and c) a checking account. 2. The student will be able to make out a check and endorse a check properly. 3. The student will be able to keep a record of checks written on a check register. 4. The student will be able to compute interest on a master charge balance. 5. The student will be able to compute interest on money earned from savings account. 	<ol style="list-style-type: none"> a. Go to a bank - any bank, obtain information on Master Charge, savings and checking accounts. b. Bring back forms (applications) and blank checks and check register. a. Fill in check register with a \$1,000 balance. b. Given a list of "bills" to be paid, the student will proceed to make checks out for exact amounts. c. Make 2 deposit slips, each for \$500.00. d. Make out a check to any other student for any amount. a. Each student will make up a list of hypothetical purchases, up to \$300.00 balance. 	<p>Oral and display of forms.</p> <p>Checking, checkbooks, check register and deposit slips.</p> <p>Master Charge purchases computation of interest on balance.</p> <p>Computation of interest on balance.</p> <p>MONEY GAME.</p>

Unit Title: My Master Charge Card and My Bank Book (continued)

Description	Instructional Objectives	Learning Activities	Evaluation
6.	The student will be able to use all of the above objectives and come up with a game which involves the use of all activities.	<ul style="list-style-type: none">b. Compute the amount of interest at the rate of $1\frac{1}{2}\%$ a month on unpaid balance. Students compute interest for a series of savings account balance to be made up by students.a. Make a list of limitations for checking, master charge, and savings account.b. Make list of advantages.c. Devise a scheme that would result in a fun game.	

(Can we get a patent?)

The students and teachers involved in the program have stated that it is a very successful one and have suggested that the only way to cut down or eliminate the high absentee rate from Polytechnic High School is to have a program like this for all the students at Polytechnic. And this must be done immediately and not on the proposed five year plan that is going to be implemented. Parents and community and even the school board feel the program is a success. Therefore, the school board wants to implement the program in other high schools in the city of San Francisco.

The teaching aides in the program are also involved in teaching. Some of the units are presented by the teaching aides and not the teachers. The teachers and the teaching aides alternate on the various field trips taken by the students. The in-service training given by the resource personnel, the teachers and the teaching aides are involved and both share ideas in the various discussions. Both seem to have a good working relationship. The idea that I am teacher and you are an aide does not exist. A visitor, if no one told him, would not be able to distinguish between aides and teachers.

Polytechnic was scheduled to have 300 in this program for September, but since there will not be enough classrooms available in September, the ideal thing to do would

be to implement the program for the entire school using even more flexible scheduling and implementing more of a differentiated staff. Several students feel that the success of the program from one aspect is due to the low teacher-pupil ratio. The ratio is approximately 7 to 1. Others feel that the success of the program is that they are able to study something that makes sense to them or able to more or less design their own program or have some say in the type of education they are receiving. To make a program and Student-Directed Curriculum successful one must first have a differentiated staff and a flexible or modular scheduling both of classes and of staff. Both of these are now going on at Polytechnic.

CHAPTER V

IMPLICATION FOR TEACHER TRAINING IN URBAN SCHOOLS

1. The Career Opportunities Program

By the mid-1960's it was apparent that most American school systems, and particularly those in urban areas, were experiencing difficulties. Classes had become too large, budgets were tighter and professional staff increasingly expensive. In oppressed urban quarters these problems were further compounded: students were non-white while most of their teachers and administrators were whites who commuted to work; few role models who had benefited from or had been able to further pursue their education lived in the ghetto; community norms were not the norms stressed, understood, or accounted for in the curriculum used in schools.

Getting paraprofessionals into the schools as teacher assistants, administrative assistants, library assistants, and school-community liaisons was one positive effort to remedy those problems. Paraprofessionals were from the same communities and had the same experiences as the students. They were mature, conscientious individuals, and despite a lack of formal college education they were of considerable and obvious worth to their schools. On one

level, paraprofessionals cost only about half as much as professional staff; and yet on other levels they knew and understood the community children they served. They helped divide classes into manageable groups for more individual attention. Their presence could help re-instill community belief in schools and vice versa.

If paraprofessional utilization in the inner city school system appeared to the educators to moderate the community-school conflict, it was at best an illusory, inadequate and exploitative venture as seen from the community/paraprofessional viewpoint. To place paraprofessionals in school systems with no opportunity to advance to professional status did in essence create two discrete unequal career ladders, one for teachers and one for non-professionals. Naturally, this arrangement did not take into account the paraprofessionals' own needs or professional aspirations.

In a modest attempt to relieve a growing school-community conflict, educators asked colleges and universities to provide courses and programs of study for the paraprofessionals. Unfortunately for the paraprofessionals, most, if not all of the participating colleges and universities offered courses of study only on a non-matriculated basis which would not provide any educational opportunities for them to advance to professional status. This factor was perceived by the paraprofessionals to be of singular importance in any community-school relationship.

As a result of that diagnosis of problems, the Bureau of Education Professions Development Act devised a Career Opportunities Program (COP). According to Dr. Don Davies, it was to encourage the attraction of "bright, ambitious, and deeply concerned people from low-income communities into the schools as teacher aides or technicians." In addition COP sought "to enhance the careers of overburdened experienced teachers by providing them with much needed assistance and support." Finally "the most important goal of COP, of course, is to improve the education of children in urban and rural low-income areas."¹

Recognizing that the needs and aspirations of the paraprofessionals are an integral part of the school-community interrelationship, the University of Massachusetts, School of Education has articulated the following aims and objectives in its Career Opportunities Program:

1. To develop more efficient methods of teaching children in urban and poverty area schools;
2. To establish new routes to higher education and educational careers for persons from low income areas;
3. To build better communication and stronger ties between urban community homes and the schools which serve them,

¹Stated by Associate Commissioner, Dr. Davies, in an article that appeared in American Education (March, 1970, p. 30).

In developing a new model for professional training in Education, the Center for Urban Education of the School of Education has proceeded on the basis that every school district will have a career lattice.

A career lattice is nothing more or less than specific provisions for both upward mobility or horizontal advancement. Ordinarily vertical differentiation is keyed to specified academic and supervised practicum experience certified either by an academic institution or in some cases by a large school district. Horizontal steps are based on satisfactory work performance and the slower accumulation of skills from on the job training. Specifically, it allows aides who have completed 60 or 90 units of course work to remain in a meaningful employment situation without a degree and without feeling themselves in a totally dead end position.

And in the vertical advancement, new ways must be found to open a real Bachelor's degree and possibly a Master's in Education degree to full time instructional staff in elementary schools. A mere accumulation of credits, not defined as part of an accredited degree program, may prove more frustrating than nothing at all. At the same time, most university programs require or advise two years of required core requirements typically in arts and sciences before allowing specialization in courses relevant to teaching.

As a result, paraprofessionals have been unable to work effectively on their degree programs. Too often those programs have been separated from, and unrelated to, their work in the school systems. When a prospective teacher's job oriented activities are combined with in-service, on-site degree program opportunities, a much greater number of indigenous persons are able to effectively pursue college degrees and teaching certificates. This on-site instruction is the primary thrust of the program, because it provides members of the urban communities new careers and aspiration--a new hope factor. And concurrently, it builds stronger ties between home, community, and school.

One of the major concepts of COP, the Career Lattice, was accepted, at least in principle, by all the schools participating in the federally-funded program. Participants may advance along a lattice vertically and horizontally. Furthermore, school districts short of funds, have been more willing to promote in terms of titles than in terms of salary.

Acceptance of Career Lattices has been slow. Cooperating teachers have resented their aides participating in matriculating programs more desirable than the training they received.

Despite some resistance from tenured teachers and administrators worried about higher salaries for aides on a vertical lattice, the career lattice has high benefits for aides who see a defined route to full status as a teacher. They have been turned on to a new image of their future role which has immediate impact in motivating both their teaching and their learning. They can function as loyal and participating members of the instructional team because they see an opportunity for their own advancement--if they so choose.

A career lattice will result in more effective use of a teaching team because paraprofessionals will anticipate future instructional roles. Cooperating teachers will introduce COP participants to the class as a teacher rather than restricting their roles to menial tasks such as taking attendance. Briefly, the performance criteria will be the overriding factor rather than predetermined titles or job functions. However, since there are variations in levels of training for which the pre-professional in participating schools have, the career lattice allows for weaknesses to be strengthened. As the competencies increase, the need for formal training diminishes.

Clearly, there is a great danger of restricting the utilization of people with a wide range of talents by attaching levels to their roles, especially in a team approach to differentiated staffing. Thus, the lattice

employed serves more as a guide for career development than for restricting the interaction and contact they have with children. Imaginative teaching teams can use the flexibility of a career lattice with multiple routes to advancement in order to reward recognized merit and skills.

The point of a career lattice is not to create a whole set of meaningless jargon about levels and steps and varying job descriptions. Rather a lattice has two basic purposes. First, it should allow for the development of various kinds of effective teaching teams based on proven performances rather than a uniformly prescribed teaching certificate. Community resources can then be brought into the elementary school in Model Cities areas without regard to prior academic certification.

The second reason is the more important issue of motivation and expectation. It is usually a waste of breath for a school to talk about self-motivated learning when its own staff is merely putting in time. Especially in poor and minority neighborhoods, the instructional staff must offer a role model for learning and social advancement. The connection between job advancement and education must be apparent in direct and immediate ways.

When paraprofessionals are involved in a relevant academic program and a school district with a functioning

career lattice, they willingly convey their excitement, interest, and hopes to both children in the classroom and their friends in the community. A career lattice means that rewards for new skills and for the hard task of carrying on both a job and a full academic program are not postponed for four long years. It means there is a payoff for those who stop after two or three years. It holds the out hope factor to everyone.

A TYPICAL - CAREER LATTICE FOR PARAPROFESSIONALS
IN CAREER OPPORTUNITIES PROGRAMS

TEACHING AIDE	LEVEL I	0 - 30 CREDITS
TEACHING AIDE	LEVEL II	30 - 60 CREDITS
ASSISTANT TEACHER	LEVEL I	60 - 90 CREDITS
ASSISTANT TEACHER	LEVEL II	90 - 120 CREDITS
ASSISTANT TEACHER	LEVEL III	B.A. DEGREE

THE IDEAL CAREER LATTICE WOULD INVOLVE THE ABILITY TO PERFORM TO THE SKILLS RELEVANT FOR INSTRUCTION. IN PRACTICE, HOWEVER, MOST SCHOOL DISTRICTS HAVE FOUND IT EASIER TO PROVIDE FOR ADVANCEMENT IN A CAREER LATTICE BASED ON ACADEMIC CREDITS. THROUGH THE FLEXIBLE USE OF PRACTICUM CREDITS, A SCHOOL DISTRICT CAN REWARD SUCCESSFUL EXPERIENCES.

2. COP Programs and the University of Massachusetts

There are more than 200,000 paraprofessionals in public schools in the United States.² In New York City alone, there are approximately 20,000 paraprofessionals. The number of paraprofessionals in degree programs are few; nationally COP has approximately 10,000 participants.³ New York City has only 500 participants in COP out of the more than 20,000 in the city.

The COP program is designed to attract low-income minority group personnel of urban areas into the education profession. By providing a work-study program in which teacher certification and bachelor's degree may be earned, these individuals progress up a career lattice while they participate as teacher facilitators. While participants are undoubtedly valuable in assisting in the staff development of teachers for inner cities, they also develop the necessary skills to become teachers themselves.

²For further information on paraprofessionals see Alan Gartner, *The Paraprofessional and Educational Needs of the Seventies*.

³Reprint from *American Education*, United States Department of Health, Education and Welfare, G.P.O., July, 1971.

The Center for Urban Education at the University is currently implementing three Career Opportunities Programs--in Brooklyn, New York; Springfield, Massachusetts; and Worcester, Massachusetts--and anticipates operating the elementary portion of the Boston COP Program.

While the basic format of offering thirty credits on site of undergraduate work each year remains consistent at each site, the nature of each site is unique, and the needs of the participants and problems in implementing the programs vary with each location.

The Worcester COP Program began in the summer of 1970 with 45 participants and expanded in the summer of 1971 to 60 on-site and 15 on-campus at the University. The city of Worcester has a director for the 60 participants who is responsible to the school district. The residents of the target areas in Worcester, who are eligible for COP, are low-income whites, Puerto Ricans, and blacks in roughly equal proportions. The overall population of Worcester is decreasing, while its minority population is increasing. The city is beginning to experience the problems of urban decay and transient, poor populations which larger cities have experienced over the last 25 years. The city is nevertheless small

enough (population 170,000) so that a vigorous program for reform can have significant impact. Through strong leadership in the director and a close working relationship between the University, school personnel, and para-professionals, the program is running smoothly--contracts have been negotiated with relative ease--and has already changed the atmosphere in many elementary classrooms. Additionally, the strength of the COP program has opened the doors for teacher aide programs to move into matriculating programs.

The Brooklyn Career Opportunities Program began in the summer of 1970 with 200 participants. The city of New York has a director over the 500 COP participants in the city. The Center for Urban Education at the University has two on-site directors in Brooklyn and a faculty advisor and several coordinators on campus. Most of the participants in Brooklyn COP are black women (there are about 30 male veterans in the program) from ghetto areas such as Bedford Stuyvesant and Ocean Hill-Brownsville. Many of these participants feel a particularly high stake in their teacher training program being mothers who have long sought to improve their children's education.

As part of a mammoth bureaucracy--the New York City schools--Brooklyn COP both reaps the benefits and

suffers the disadvantages of its site. Of the national COP programs, Brooklyn is one of the very few to have a true career lattice in operation. On the other hand, the presence of the powerful United Federation of Teachers is very real, and for better or worse, Brooklyn paraprofessionals are now unionized.

The distance of Brooklyn from Amherst held both advantages and disadvantages. Traveling faculty had to go by plane, and were constantly at the mercy of New England weather. Coordinating locations and times for meetings were made difficult by occasionally suspicious or uncooperative New York institutions. However, the charisma of a school in Massachusetts being willing to bring education wholesale to Brooklyn had tremendous impact. Local city universities have been challenged to provide genuine matriculation programs for paraprofessionals and to lower costs. The United Federation of Teachers paraprofessional training and career lattice has been patterned after the University of Massachusetts model. For two consecutive years, the Brooklyn COP program has been rated first nationally by the federal COP agency.

Springfield COP Program began in Spring, 1971 with 30 participants. It expanded in the following summer to 45 participants on-site and 5 on-campus. The city of

Springfield has a director for the 45 participants, responsible to the school district. An on-campus director at the University coordinates both the Springfield and Worcester programs with two coordinators and graduate assistants.

The participants in Springfield COP are mainly women who were former aides in the system with about 10 veterans recently recruited. While many are from target areas, some do not meet the federal poverty guidelines--a source of contention in the program. Springfield presents the classic conflicts and bureaucratic entanglements of a small, deteriorating city "worked over" by federal poverty programs. Every federal program in Springfield has bogged down in in-fighting and power struggles.

The program was delayed a whole semester because contracts could not be finalized. Conflicts arose over the Springfield director, the program participants and over cooperation with the University.

Off to a shaky start, the program is beginning to show progress and demonstrate results. In the next academic year, some participants are scheduled to graduate. The participants are performing so well that the people who fought it before are backing off.

Part of the original design for University of Massachusetts involvement in the COP programs called for a certain number of on-campus participants to act as trainers of teachers while pursuing their own degree program. In the summer of 1970, 15 on-campus participants from Worcester began at the University of Massachusetts with 5 more from Springfield coming that fall. In the summer of 1971, 20 additional on-campus participants were recruited nation-wide.

The on-campus component faced many difficulties. Federal funds did not provide for enough supervision. Funds to support the participants themselves were insufficient. After one year of the on-campus program, the University of Massachusetts COP directors realized that the program demanded a great deal of personal contact and direction. The paraprofessionals, from many different backgrounds and locations, tended to engage in internal power struggles. Their function at the University was ill defined and too nebulous.

For the second year, the program was tightened up by interning many of the on-campus paraprofessionals in schools in Springfield, Holyoke, and Worcester or with special programs at the University. Some of the paraprofessionals have made outstanding contributions in classrooms, in teacher training and in special programs such as working with youth in reform schools.

The Boston COP Program began in the summer of 1970 with 60 participants, it expanded the following fall to 80 participants. The city of Boston has a director and training staff, responsible to the State Department of Education. Boston's COP Program has encountered many difficulties. The participants are not employed in the public schools as teacher aides and are attending six of the local colleges and universities. Many are not receiving credit for work experience as teacher aides.

In general, the Career Opportunity Programs have changed some urban schools dramatically, have created the hope for paraprofessionals to advance to full-time teachers, and have challenged the university to re-examine its educational function.

3. The COP Curriculum for Teacher Training

The basis for a COP curriculum is a new design for urban teacher training that is reality based. The Career Opportunities Program provides for a partnership of schools and colleges in sharing the responsibility for teacher preparation.

The education process in COP classrooms is enhanced because of COP's approach in training potential teachers. Work experiences which require regular supervision by experienced teachers and the opportunity to immediately zero in on problem areas are built in "helpers" for not

only the COP participants but the children as well. Language Arts, Social Studies and Mathematics, are usually taught in methods courses which are taken by potential teachers early in their training process. The COP participant is enrolled in such courses at the same time he can explore the teaching of them in real situations. If and when problems are encountered, he does not have to wait for the University supervision to make the one to three visitations for assistance because an in-house supervisor, depending on the depth of the problem is supported by COP in building workshops centered around related issues for the participants.

Previously urban school teachers were trained in a vacuum--taking abstract courses about education and children. Practice teaching for an eight to sixteen week period, in a suburban school, then being thrown into an inner city classroom causes a traumatic experience for both teacher and pupils. They are ill prepared, full of doubts, often bearing outright prejudices and yet, they are asked to carry the full load of an experienced teacher. Colleges do not devise learning experiences which would provide them with the insights and understanding necessary to relate successfully with poor and minority children.

By contrast, look at a typical COP experience. On any day if one visits Brooklyn, Springfield or Worcester, one can see participants are parents from the urban community; they know the children and have a stake in their future. They are highly motivated. They see the program as a chance to become more useful to the community through access to positions of greater responsibility and also as a chance to further their own educations. They are hungry as students not only for subjects traditionally offered on a university level, but also for information on innovative approaches to teaching poor and minority children. COP participants are mature and experienced. As classroom aides they show great competencies in teaching, gained through years of practical experience in the classroom.

The Career Opportunities Program brings about changes in the traditional makeup of university teacher-training programs. Most importantly practicum credit is given for their classroom work. At last there is a teacher training program that is truly reality-based. The courses offered by the University of Massachusetts are designed by the Center for Urban Education, Brooklyn, Springfield, and Worcester COP. This changes the emphasis of the course, originally geared toward suburban teachers, toward training urban educators, specifically dealing with blacks and minorities in the inner-city schools.

These courses encourage participants to continue their academic training since they are taught material relevant to their situation and unburdened by extraneous information. Faculty, staff, and graduate assistants supervise the work experience. This is an outstanding advantage for three reasons: 1) the service of the supervisor is available most of the times, 2) it is easier to organize seminars and workshops centered around a unique problem, and 3) the COP participants establish on-going relationships with supervisors, thus making it easier to reconcile academic disagreement.

Participants in the Career Opportunities Programs of the University of Massachusetts work towards 120 credits to qualify for the Bachelor of Education degree in elementary education or certification in secondary education. A typical program involves 60 credits in Arts and Sciences (33 of which would fulfill CORE requirements), 30 credits in Practicum and 30 credits in Education and electives.

TYPICAL COURSES TO FILL CORE REQUIREMENTS
FOR THE UNIVERSITY OF MASSACHUSETTS

"R" Requirements (6 credits) Rhetoric

Rhetoric 100 or Rhetoric 110
Rhetoric 140, 145, 160, 165 or 170

"C" Requirements (9 credits) Humanities

Afro-American Studies:

African people 131
Introduction to Afro-American History 132
Introduction to Afro-American Culture and Literature 151

Art:

Basic Drawing 100
Basic Design I 120

Art History:

Survey of the History of Art: Early Cultures and Civilizations 111
Survey of the History of Art: Renaissance to Modern 113
Introduction to Art: The Function of Literature in Our World 101

English:

Masterpieces of Western Literature 125 and 126
Forms and Sources of Modern Literature: Epic and Novel 151
Forms and Sources of Modern Literature: Drama and Lyric 153, 154

History:

History of Western Thought and Institutions 100 and 101
Problems in World Civilization 110

"C" Requirements (continued)

History: (continued)

- History of East Asian Civilization 115, 116
- Black History (CCEBS)
- History of Latin American Civilization 120, 121
- European History 1500 to Present 140, 141
- The Development of American Civilization 150, 151
- New Approaches to the Study of History 185, 186

History and Appreciation:

- Introduction to Music 101 (I), (II)

Philosophy:

- Introduction to Philosophy 105 (I), (II)
- Ethics 110
- Introduction to Logic 125
- History of Philosophy - Ancient and Medieval 161
- History of Philosophy - Modern 162

"D" Requirements (9 credits) Soc. and/or Behavioral Sciences

Afro-American Studies:

- Afro-American People 121

Archaeology:

- Introduction to Archaeology 102 (I) or (II)

Anthropology:

- Introduction to Cultural Anthropology 104 (I), (II)

Economics:

- Elements of Economics 125 (I), (II)
- Problems of the National Economics 126 (I), (II)

Geography:

- Introduction to Human Geography 155

"D" Requirements (continued)

Psychology:

Elementary Psychology 101
 Child Psychology 262

Sociology:

Sociology of Education 222

Government:

American Government 100 (I), (II)
 European Governments 150 (I), (II)
 Introduction to Government 160 (I), (II)
 Issues of World Politics 161 (I), (II)

"E" Requirements (9 credits) Math and/or Nat. Sciences

Geology:

Geology 100
 Geology 101, 105, 106, 107, 108, 120, 121

Botany:

Botany 100
 General Botany 101
 Plants and Environment 121
 Plant/Kingdom 125
 New England Flora 126
 Genetics and Evolution 175

Chemistry:

General Chemistry for Non-science Majors 101, 102
 Also 110, 111, 112, 113, 114, 127, 160

Mathematics:

Mathematics in the Modern World 100
 Elementary Techniques of Math 110
 Math 116 Remedial 118
 Math 117 Remedial 119

"E" Requirements (continued)

Mathematics: (continued)
 Algebra and Trigonometry 121
 Math 123 Remedial 122

Microbiology: 140, 141

Physics: 100

Astronomy: 100, 101, 102

Zoology: 135, 137, 138

The following is the course content completed by the Brooklyn COP participants to date:

Summer Session 1970

Introduction to Urban Education	313
Special Problems in Education	386
Performance Criteria	385
Modular Credit Marathon	

Fall Session 1970

Foundations of Education	251	
Rhetoric-Language and Writing	100	
English-Masterpieces of Western Literature		125
Education-Practicum	385	

Spring Session 1971

Education Practicum	385	
Rhetoric-Voices of Imaginative Writing		140
English-Masterpieces of Western Literature		126
Physical Geology	100	
Education Teaching about the Non-Western World		226

Summer Session 1971

Performance Criteria	385
Principle of School Guidance	277
Education of the Self	222
American Government	100

Fall Session 1971

Education-Language and Writing	100	
Education Practicum	385	
Physical Geology	101	
Geology-Organic Evolution and the Geologic Record		107
Rhetoric-Voices of Imaginative Writing		140
English-Masterpieces of Western Literature		135
English-Expository Writing	337	

Spring Session 1972

American History	150
Education Practicum	385
Introduction to Sociology	101
Sociology-Special Problems	335
Independent Study	391

The following is the course content completed by the Worcester COP participants to date:

Summer Session 1970

Introduction to Urban Education	313
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Fall Session 1970

Urban Community Relations	267
Rhetoric-Language and Writing	100
Education-Practicum	385

Spring Session 1971

Education Practicum	385
Rhetoric-Voices of Imaginative Writings	140
American Government	100
Early Childhood Education	386
Reading Methods	261

Summer Session 1971

Science Methods	262
Mathematics Methods	263
Introduction to Philosophy	105

Fall Session 1971

Audio Visual Methods	738
Introductory Botany	101
Education Practicum	385
Introduction to Psychology	101
Rhetoric-Language and Writing	100

Fall Session 1971 (continued)

Rhetoric-Voices of Imaginative Writing	140
Reading Methods	261
Introduction to Urban Education	313

Spring Session 1972

Child Psychology	262
Education Practicum	285
Early Childhood Education	292
Science Methods	262
Social Studies Methods	259

The following is the course content completed by the Springfield COP participants to date:

Spring Session 1971

American Government	100
Education Practicum	385
Introduction to Urban Education	313
Elementary Techniques of Mathematics	110
Reading Methods	261

Fall Session 1971

Introductory Botany	101
Education Practicum	385
Introduction to Psychology	101
Elementary Spanish	110
Rhetoric-Language and Writing	100
Rhetoric-Voices of Imaginative Writing	140

Spring Session 1972

Rhetoric of Media	175
Elementary Spanish	120
Physical Geology	101
Education Practicum	385
Child Psychology	262

The first and most important goal of COP is improving the education of low income children. This is accomplished in several ways. One way was through the four courses taught at the University of Massachusetts', Brooklyn, Springfield, and Worcester sites. These four courses were Special Problems in Education, Urban Community Relations, Foundations of Education, and Introduction to Urban Education. The first course, Special Problems in Education, was taught by University faculty members. These instructors exposed to teaching in the inner city community for the first time had to re-examine their present mode of teaching for relevancy--to the present urban situation. In Special Problems the participants were exposed to theories and research done on the learning process. A major portion of the instruction periods was devoted to the use of teaching machines and audio-visual aids. New techniques were utilized in the classroom situation resulting in the improvement of COP participants' skills in reading and mathematics.

Foundations of Education, Urban Community Relations, and Introduction to Urban Education were taught by community personnel in conjunction with University personnel. The representatives of various community agencies gave lectures which enabled the participants to gain a sensitivity towards the aims of the agencies and brought this knowledge and

sensitivity to bear in the classroom situation. Teacher/facilitators were therefore instilled with a concern for the development of this community.

Most important is the practicum credit given for their classroom work. The paraprofessionals in the program respect and are respected by each other, and the practicum seminars gives them a chance to openly discuss their views on education. In Brooklyn, the practicum seminars meet six times a semester. They are facilitated by the Center of Urban Education staff and graduate assistants.

The COP participants employed as teaching aides in different schools have a chance to meet together and share experiences, thus achieving the real objective of the practicum seminars. Some paraprofessionals discuss teachers in their schools how they, the teachers, must realize they are dealing with human beings who have the potential to accomplish the same work as middle-class children in suburban schools, and not underachieving morons who will never pass the third grade reading level. Others discuss their teaching and tutoring experience including how they showed children the meaning that their lives have and how certain things that they might learn could be applied to their lives right then and there. This is the kind of learning that must be fostered in urban schools if they are to survive.

Many paraprofessionals discuss their conversations with teachers explaining that the most serious obstacle to overcome is the tendency to label children, to name-call them, and above all to believe them to be uneducable by setting up educational jargon justifying this belief, and setting up procedures which make education almost impossible.

The paraprofessional is the key in the educational process. They have the basic requirements for teaching in urban schools, and a better attitude toward the children, their parents, and their culture. To understand is one thing but to function effectively is another. Paraprofessionals in the COP program have the knowledge and understanding and are competent enough to handle problem situations which occur.

4. The Lesson of COP

The Career Opportunity Program has demonstrated, above all, how teacher training programs can be improved. Through such a career lattice, beginning teachers and teachers in training can be eased into teaching responsibilities at a realistic pace--taking on more responsibility as their competence and self-confidence grows.

For schools of education, the program has revealed how empty and unhelpful the previous abstract courses in

education have been. Teaching in Brooklyn was a challenge for faculty from the University of Massachusetts and the School of Education. Instead of standing up to lecture before a docile class of young, middle-class students who had no idea about their future needs or goals, the professors faced highly motivated, experienced, articulate minority adults who knew what they wanted and demanded results. A lecture on John Dewey or Aristotle held no water unless it proved direct relevance to the day-to-day task of teaching in an urban classroom.

For the paraprofessionals, the COP classes and teaching experiences proved challenging and showed them their strengths. The career lattice and accumulation of bonafide matriculation credits provided fresh hope for using their talents and achieving professional status. They worked hard at their courses and applied what they learned--not three years later but three days later. They threw themselves into research and homework--knowing what a degree could mean to them. The previous mystique of "education" was dissolved as they found they were both good teachers and successful students. By becoming a part of the education system which they had previously scorned or had been shut out of, they now worked to improve and support that system. Working for better schools meant working for a better community--a positive image for themselves and their schools carried over to a positive image for their whole community.

CHAPTER VI

SUMMARY OF THE ADVANTAGES OF A DIFFERENTIATED STAFF

The primary importance of differentiated staffing for urban schools--as should be apparent by now--is as a strategy for bringing change and fostering continuing self-renewal for teaching and learning in inner cities. Directly, a differentiated staff is merely a new staffing patterns. Indirectly, however, it influences attitudes, curriculum, teacher training methods and the ability of the school to instill a sense of self responsibility for learning. Indeed, a differentiated staff may force a redefinition of the goals and purposes of schools from kindergarten through the graduate level.

But first, a warning should be issued. A differentiated staffing pattern--even such as the two outlined in Chapters I and III--may indeed fail. There is no administrator-proof structural innovation any more than there is a teacher-proof curriculum reform. When teachers interact with kids and expect them to learn, any setting, staffing, or curriculum may result in rich learning. A differentiated staff utilizing large numbers of paraprofessionals simply makes that task easier. It breaks the cake of custom. It forces teachers, parents, community

leaders, and the children to talk to each other. The forced re-thinking of everyone's role is the first step in a community learning process.

A group of Brooklyn paraprofessionals listed the following reasons for changing to a differentiated staff in their schools. A differentiated staff allows and encourages: (1) in-service staff development and curriculum formation; (2) community participation and involvement; (3) use of different skills, especially by paraprofessionals; (4) racial integration of the teaching team; and (5) various innovations, such as micro teaching for sensitivity, flexible or modular rooms, and non-graded groups. When asked why those five reasons were important, the Brooklyn paraprofessionals replied that each offered a real chance to improve urban schools.

In-service staff development and curriculum formation is changed through professional development and curriculum geared to local needs. In an urban school which is implementing differentiated staffing, in-service training is an invaluable ingredient for both teachers and paraprofessionals. The staff development will be a valuable learning experience if paraprofessionals and teachers are involved jointly in training sessions so that they may interact and share ideas, thus leading to a better working relationship. Many teachers have much to learn from paraprofessionals.

In-service staff development is a working process allowing participants to enlarge their repertoire of skills and to grow professionally. One of the most effective techniques has been community-based charettes for extended planning and development. The crucial gain is the communication that takes place and creates new possibilities for effective team functioning. Through such interaction, teachers and administrators can discover the resources and knowledge paraprofessionals bring to a school.

In other words, pre-service training in most educational institutions has failed--and the inadequacy for urban schools is blatant. Schools of Education have been slow to change and slower to accept the need to involve urban communities in teacher education. The role of paraprofessionals in in-service training is the immediate hope for change. Beyond the immediate crisis, involving paraprofessionals in staff and curriculum development provides an on-going mechanism which allows schools to adapt to rapidly changing neighborhoods and to the unique needs of each community. Those needs will become increasingly evident if the depressing forces of poverty and racism are lifted for inner city schools.

The utilization of paraprofessionals in urban schools and the expertise and many skills they possess lessens failure in city schools. The parents and paraprofessionals

know that their children can learn and will be devoted enough to explore all means to see that learning does take place. By using a diversified staff and employing paraprofessionals from the school community, the schools can devise ways to cope with cultural differences. Paraprofessionals provide understanding which white teachers lack; they are sensitive to Black, Chicano, and Puerto Rican cultures. The skills and techniques offered by paraprofessionals are not obtained from schools of education in the universities because sensitivity and being aware of the needs of children in urban schools is not taught in text books.

Community participation is changed through involvement by making schools learning centers in the community. Urban schools are so bad, they have to change. There is potential for some real involvement of parents for quick successes and for long-term community development.

As paraprofessionals influence curriculum and administrative practices and become more effective in their profession, they gain an appreciation of the power and political ramification of urban schools. Their sense of potential power and sensitivity to existing power structures helps them to give their students a better set of survival skills. Furthermore, a growing sense of power in the schools gives charisma and meaning to involvement of even

wider numbers of individuals from the community in the schools.

Such community-school practices as recreational resources, meeting room space, evening classes, which are made easier by utilizing a differentiated staff, can serve the double purpose of both community service and community involvement.

When paraprofessionals are involved in the educational task of an urban schools, a curriculum that is meaningful and relevant to the urban youngster can be developed. The standardized curriculum in urban schools does not have any association with the life styles of the students, and the paraprofessionals, when working with teachers that are not familiar with the life styles of the students, may help them to change the curriculum to meet the needs of their students. Students learn by various methods, and the curriculum must be flexible enough to explore numerous alternatives. When the students, parents, teachers, paraprofessionals and administrators are provided with opportunities to be involved in curriculum development, it becomes an integral part of that school community.

Efficient personnel selections permit paraprofessionals to use their particular skills--for example, their sensitivity to cultural differences. When a child is treated

as inferior because his culture is different, he develops a feeling of humiliation and worthlessness. As a result, a child will become hostile and negative to the school system. Teachers stress that a black student must forget his culture and language in order to stay in school, and get a passing mark. His sense of power over his own destiny is robbed from him; since he lacked encouragement and motivation, the child will inevitably not have a feeling of self worth. Many times these students will give a wrong answer. A teacher will humiliate him in front of the whole class and his sense of inferiority is increased as he becomes afraid. He may stifle another attempt for fear of another failure. The child will quit or rebel.

Racial integration of the teaching team is an important change because it attacks racism and bigotry on the staff level, making cultural sensitivity a part of every curriculum. Many teachers are intolerant and do not understand their students and their problems. Thus, they are afraid of making paraprofessionals a part of the teaching team. A prospective teacher should know about the different backgrounds, languages and customs in order to communicate with students. If a person is a racist and realizes it, he can function as an urban school teacher, but if he lies to himself and says, "I love these children and want to help them," then he is detrimental because the

children perceive this and are turned off to him and what he represents.

A differentiated staff for urban schools offers an immediate opportunity for racial integration of teaching teams. Team teaching with an integrated staff working together offers hope to students as well as parents that America may yet overcome those long existing patterns of discrimination and separation. If poor and minority children can see a meaningful integration of the teaching teams by race and value system this can facilitate their confidence that integration can work.

Familiarity with innovations slated for urban areas, and experimental or model schools requires greater community involvement in the planning process and development because parents and community leaders must be knowledgeable about new school programs. The advancement of professionalism in education is largely due to adaptations of technology to learning processes with the introduction of teaching machines, talking typewriters, economical videotape production and play-back equipment, and computer-assisted instruction with individual schools or through tie-sharing. The conversion of libraries into sophisticated information field centers which utilize data bank equipment and microfilm material and the establishment of learning laboratories

with individual programs through console controlled equipment are other innovations which are available. There is now a rising and accelerated demand for specialist trained in educational technology.

Modular scheduling and differentiated staffing gives the opportunity to draw from the neighborhood and bring community involvement into school structures. Federal, state, and local governments insist that they can no longer finance teacher training programs because there is an over supply of teachers. Although many feel that there is an excess of teachers, urban schools are still experiencing failure. If urban schools were to make learning conducive, they could attract and keep dedicated teachers and aides and restore a sense of community pride in the schools.

If adult-pupil ratio was twenty-five to two, various modes of learning could take place. In schools where this appropriate proportion does exist, the attendance is good, the teacher turnover is low, the academic achievement is impressive, and there is a better working relationship among the staff. There is no other option but to enlarge the staff with paraprofessionals both full and part-time. A functioning career lattice then, is necessary for their motivation and on-going self development.

Where urban schools are concerned, there is now no over supply of teachers and paraprofessionals. There are very few urban schools that have a total program using individual or small group instruction. School districts need not recruit new teachers but should utilize the existing resources--parents, aides, and others that can successfully facilitate learning through empathy and their confidence--the child can learn.

If frustration and destruction of children is to be avoided, a Career Opportunities Program offers a chance to change the teaching staff far more rapidly than traditional teacher training programs. A motivated teaching team of credentialled teachers and aides offers a more desirable adult-pupil ratio. Thus, a differentiated staffing pattern can offer hope to students as well as parents.

In summary, a differentiated staff for an urban school must have ambitious goals. In order to be successful, it must incorporate a variety of ingredients of which at least the following have been identified in this dissertation: funds for special services in introducing the model, empathetic persons from the community, a functioning career lattice, a higher ratio of adults with varied skills in the classroom, shared responsibility for the learning experiences, open discussion in order to clarify agendas,

a curriculum of combating racism, the charisma of a successful program, and the creation of a hope factor for all participants.

Probably all these special factors are necessary and no particular set of priorities should be assigned to the list. Special funds, empathetic adults, and a higher number of adults and skills in the classroom are crucial for a differentiated staff. A career lattice, shared responsibility for learning, and open discussion are necessary for a teaching team utilizing paraprofessionals. The final two factors--a curriculum for combating racism, and the hope factor for all people--are necessary for change in urban schools.

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As a member of the (1971-72) Career Opportunities Program, Leadership Training Institute and National Talent Pool, I have made visits to several COP sites, consulted with numerous project directors and COP Bureau of Education Personnel. In addition, I attended Program Development Assistance Training Conference sponsored by Leadership Training Institute for Career Opportunities Program, National Talent Pool, Veterans Assistance Corps/Career Opportunities Program COP Project Directors Corps and the Bilingual Leadership Training Institute.

While gathering material and ideas for this dissertation, I have consulted with:

Gladstone Atwell, Director of Auxiliary Personnel, Board of Education of the City of New York

George Melican, COP Director, Worcester Public Schools, Worcester, Massachusetts

Frank Jones, COP Director, Model Cities Administration, Roxbury, Massachusetts

Alton King, COP Director, Springfield Public Schools, Springfield, Massachusetts

Minor Daniels, COP Director, Louisville Board of Education, Louisville, Kentucky

Reginald Pearman, Branch Chief, Career Opportunities Program, BEPD-USOE

Leroy Anderson, Director of Leadership Training Institute for COP Programs

Rose Marie Brooks, Chief Development Assistant Branch,
BEPD-USOE

William Smith, Associate Commissioner, BEPD-USOE

Wilton Anderson, Deputy to the Associate Commissioner,
BEPD-USOE

Gerald Durley, Program Specialist for the Associate
Commissioner, BEPD-USOE

Joseph Paige, Director Veterans Assistance Corps, COP

During the period from 1970 through 1972, I made
site visits to the following programs:

Brooklyn COP Program, Brooklyn, New York

Boston COP Program, Boston Massachusetts

Louisville COP Program, Louisville, Kentucky

Springfield COP Program, Springfield, Massachusetts

Chicago COP Program, Chicago, Illinois

Worcester COP Program, Worcester, Massachusetts

San Francisco COP Program, San Francisco, California

Jackson COP Program, Jackson, Mississippi

Puerto Rico COP Program, Hato Rey, Puerto Rico

Arizona State University COP Program, Temple, Arizona

Stockton COP Program, Stockton, California

As a Differentiated Staffing Institute Fellow (1970-71),
I helped to develop the Differentiated Staffing CUE CARDS
also served as a staff member for the SPU-LTI National

Training Conference (October, 1970). I consulted with several Project Directors and made numerous site visits.

I made visits to:

Cherry Creek Schools, Englewood, Colorado
Chicago Board of Education, Chicago, Illinois
Louisville Public Schools, Louisville, Kentucky
Mesa Public Schools, Mesa, Arizona
New Rochelle Public Schools, New Rochelle, New York
San Francisco Board of Education, San Francisco,
California
Weber County School District, Ogden, Utah

In gathering material on Differentiated Staffing, I have consulted with the following persons:

Don Sharp, Program Manager for School Personnel Utilization in U.S. Office of Education
Fenwick English, Project Director, Mesa, Arizona
Clark Lewis, Ontario-Montclair School District,
Ontario, California
Welda Brandt, Brookings Independent School, Brookings,
South Dakota
Ken Howey, Mounds View School, St. Paul, Minnesota
George Russell, Beaverton School District, Beaverton,
Oregon
A. Boykin, Chicago Board of Education, Chicago, Illinois
Leona Herpich, Ontario-Montclair School District,
Ontario, California

Cordia Ellington, Chicago Board of Education,
Chicago, Illinois

Odell Thurman, Kansas City, Missouri Public Schools,
Kansas City, Missouri

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