DIFFERENTIATED STAFFING

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DIFFERENTIATED STAFFING

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ABSTRACT

This internship investigated differentiated staffing programs in the Calgary Separate School District #1. The review of the literature revealed that these programs are comprised of several component parts. Of prime importance is the differentiation of professional and non-professional assignments in the field of teaching. Other relevant areas include the financing of such programs. The intern, in the role of participant observer, investigated the elements of differentiated staffing with the literature review as a theoretical framework. Methods used included observation, informal interviews and discussions, and study of selected materials provided by the schools visited.

The data gathered was not of the empirical type and hence conclusions drawn are subjective and impressionistic in nature. The intern found that differentiated staffing programs in Calgary, while similar to models in the theoretical framework, do differ in a major area, in that the "career ladder" concept, and accompanying differentiation of salary schedules are non-existant. Further, the intern concluded that differentiated staffing cannot be viewed in a vacuum, but must be treated as an integral part of the whole process of individualization of instruction.

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I

Introduction and Objectives

Introduction

Our twentieth century society is one that is both highly complex and rapidly changing. Keeping pace with the changing demands of such a society requires a modern, flexible educational system.

The flexibility required must accommodate several specific pressures that have been making the traditional system ineffective and obsolete. (Gear, 1971, 216).

Discouraging statistics (NEA, 1968) clearly illustrate that teaching is a relatively unattractive career, a situation which Corwin (1969) claims is a result of two key factors. There is a conflict of expectation due to a minimal number of administrative positions, resulting in limited opportunity for upward mobility; and also there exists a relatively low rate of remuneration in comparison to other professions. Major advances negotiated by organized labor unions for the various trades add even more significance to Corwin's contentions. Recent research (Inkpen, Ponder and Crocker, 1975) shows that Newfoundland elementary teachers desire a significantly higher level of participation in educational decision-making, particularly in the area of curriculum planning and adaptation. In addition, today's educator feels increasing dissatisfaction over his inability to cope with the knowledge explosion, advances in educational technology, and a proliferation of duties and responsibilities. (Gear, 1971).

Three major questions thus arise. First, what can be done to increase opportunities for advancement in the teaching profession, while at the same time providing a more attractive rate of remuneration in order to improve the retention rate among qualified, experienced teachers? Second, how can teachers be provided with opportunities for geater participation in educational decision-making? Third, what steps can be taken to help teachers cope with the knowledge explosion, advances in educational technology, and increased duties and responsibilities?

Differentiated staffing has been proposed as one possible answer to the preceeding questions. Differentiated staffing is an employment of educational personnel which attempts to utilize particular individual strengths to their maximum potential.

The purpose of the proposed internship is to investigate the planning, observe and participate in the implementation, and, within limitations, attempt to evaluate the differentiated staffing programs in the City of Calgary.

Objectives

To accomplish this task, two sets of objectives have been established. The broad objectives of the internship are those outlined by the Department of Educational Administration (1974) and are as follows:

1. To enable the intern to develop a more comprehensive view of educational administration. The gap between theory and practice, between what is taught in university and what actually takes place in the field is often quite substantial.
2. To provide the intern with the experience of carrying real responsibility. Being taught to accept responsibility and actually accepting it are two different things.
3. To enable the intern to benefit from the experiences of the co-operating administrator. It is the same thing as having a teacher-pupil ratio 1:1.
4. To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator, and the type of position for which he is best suited can be determined.
5. To instill in the intern a correct interpretation of the code of professional ethics.
6. To provide an opportunity for personal and professional development through contact and interaction with educators in another educational milieu.

Additional objectives, specifically related to differentiated staffing are as follows:

1. To investigate the planning of differentiated staffing programs.
2. To analyze comparative cost factors in differentiated staffing programs.

3. To participate in and observe the implementation of flexible scheduling.
4. To gain a thorough understanding, through observation and participation, of the classification and assignment of professional personnel in differentiated staffing programs.
5. To gain a thorough understanding, through observation and participation, of the classification and assignment of non-professional personnel (paraprofessional) in differentiated staffing programs.
6. To study and observe programs for the training and orientation of personnel involved in differentiated staffing programs.
7. To attempt to determine the advantages and disadvantages of differentiated staffing through observation of and participation in the implementation and operation of such programs, and through interaction with parents, teachers, students and administrators.

II

Review of the Literature Related to Differentiated Staffing

Chapter II, a review of the literature related to differentiated staffing, will provide the theoretical framework within which the intern will work to achieve his specific objectives. This review presents definitions of the term, develops a rationale for differentiated staffing, examines some key models, and elaborates on the classification and utilization of both professional and paraprofessional personnel. In addition, flexible scheduling, as related to differentiated staffing is examined. Further, the financial aspects of such programs are scrutinized. The in-service training and orientation of teachers for differentiated staffing programs are also reviewed. The concluding section looks at the advantages and disadvantages of differentiated staffing as well as some significant questions entertained in the literature.

Definitions of Differentiated Staffing

Differentiated staffing is the organizational deployment of educational personnel which attempts to utilize particular individual strengths to their maximum potential. A hierarchical structure, consisting of positions graduated in importance from paraprofessional to master teacher, is created within the instructional team: status,

duties and responsibilities, and rates of remuneration are determined accordingly.

The literature abounds with definitions, most focusing on division of assignments in teaching, but with others primarily concerned with organization. Cooper (1972) states that:

> "... differentiated staffing implies dividing the global role of the teacher into different professional and para-professional subroles according to specific functions and duties to be performed in the schools, and according to particular talents and strengths evident within the human resources of any given school community."

Hunt (1970) places the student as the institutional focal point in his definition:

> "Differentiated staffing is the efficient identification, screening, deployment, inservicing, promotion, remuneration, and teaming of personnel in the schools so that every necessary competency is brought to bear to help the child to reach his maximum personal, social and intellectual potential."
> (Hunt, 1970, 60-61).

Edelfeldt's (1970) definition is perhaps a little more explicit, mentioning paraprofessionals, differentiation of roles, and salary:

> "Differentiated staffing is an outgrowth and refinement of team teaching and 'the teacher and his staff' idea both of which propose the use of auxiliary personnel in the schools to relieve teachers of their non-teaching tasks and recognize a diversity of teaching tasks. Differentiated staffing goes a step further to suggest that teaching be differentiated into various roles and responsibilities (more than a vertical hierarchy) to allow for the different interests, abilities and ambitions of teachers. It calls for differentiating salary in terms of the responsibilities assumed and allows for both a training and a career ladder."
> (Edelfeldth, 1970, 22).

Caldwell (1973) considers differentiated staffing as a means to organizational health.

> "Differentiated staffing is a means or a process by which schools may attempt to practice healthier management principles. It is an organizational plan - a strategy for change along predetermined lines - consistent with the best available current thinking about healthy organizations. It is a system which enables schools to function democratically and one which sees freedom and power as interdependent concepts. Differentiated staffing has a great deal to do with the issues of human dignity, trust, leadership and followership, autonomy, creativity and accountability. Differentiated staffing is a plan which utilizes a comprehensive, interrelated set of delivery systems. It should not be an isolated thrust or innovation independent of the rest of the school system. It affects all of the participants in the educational enterprise."
> (Caldwell, 1973, 21).

Perhaps the most comprehensive definition of differentiated staffing, at least the one on which the intern intends to organize his internship, is supplied by the Nation's Schools:

> "There is no precise definition, but it implies a restructuring and redeployment of teaching personnel in a way that makes optimum use of their talents, interests, and commitments and affords them greater autonomy in determining their own professional development. A fully differentiated staff includes classroom teachers at various responsibility levels and pay - assigned on the basis of training, competence, educational goals and difficulty of task - subject specialists, special service personnel, administrative and/or curriculum development personnel (who may also teach a percentage of their time), and a greater number of subprofessionals and nonprofessionals, such as teaching interns and teacher aides."
> (Nation's Schools, 1970, 43).

In conclusion, the term differentiated staffing can include many different things. It can emphasize the extensive use of para-professionals for the purpose of providing professional teachers with more time for professional instructional activities. Additionally, it can mean the differentiation of teaching assignments and responsibilities leading to a career in teaching with appropriate rates of remuneration. Further, differentiated staffing can place the needs of the student at the center and reorganize the instructional process accordingly. Finally, it can include the maximum utilization of the special interests and capabilities.

The writer's approach to an analysis of differentiated staffing is through the maximum of its various component parts.

Differentiated Staffing: A Rationale

This section outlines some of the rationales proposed for differentiated staffing as found in the literature.

Perhaps the most straightforward comes from Lewis (1971).

> "The human being comes first. The most immediate objective of the educational system is to increase the potential of the learning environment and to facilitate the learning process for the human being, the student. The corps of teachers who make up the bulk of the educational profession should be organized in such a manner as to affect decision-making which, in turn, shapes the learning environment." (Lewis, 1971, 27-28).

Hunt (1972) provides us with several reasons why Canadian schools are searching for new staffing patterns:

"The lack of functional differentiation between poor teachers, inexperienced teachers and excellent teachers. There is a growing feeling that individual differences among teachers need to be considered in areas of responsibility assumed, professional tasks performed and results expected.
The classroom teacher does not have an opportunity for monetary advancement unless he goes into administration or supervisor positions.
The single-salary scale, which teachers fought long and hard for, is based solely on two dimensions of qualification: university preparation and teaching experience.
The self-contained classroom environment prevalent in many schools today fosters professional isolationism. Opportunities for more frequent use of technology, utilization of the various skills of team members and cross-grade grouping are made easier in an "open" school environment. There are frustrations among Canadian educators trying to cope with contemporary ideas, using outmoded staffing arrangements. Large class sizes resulting from increases in the pupil-teacher ratio demand the study of alternatives to present staff utilization. New staffing patterns involving differentiation of the teaching function and the use of auxiliary personnel may or may not reduce expenditure. Differentiated staffing does, however, offer the promise of greater return for each dollar spent for Canadian education.
The recently introduced concept of accountability in education.
The trend toward shared leadership or the collegial approach instead of decision-making in the hands of the administration.
Concern over teacher competence, expressed in a program for upgrading the competence of all teachers rather than casting out as incompetent a very few teachers. The realization that teacher education has not been adequate in terms of the professional requirements of the job."
(Hunt, 1972, 5 - 6).

Corwin (1969) cites four basic developments which form the basis of a rationale for differentiated staffing. These are the knowledge explosion, increased specialization, proliferation of duties, and technological advances.

Gear (1971) reiterates the views of Corwin but adds also that there is "...dissatisfaction of both the profession and the public

with the present system of staffing and salary scheduling." (Gear, 1971, 216).

Firester and Firester (1970) also support the opinions of both Gear and Corwin but add that meeting the newer, more complex needs of today's students is also a rationale for differentiated staffing. This is more in line with the thinking of Lewis (1971) previously noted.

Coleman and Wallin (1971) in their paper "A Rationale for Differentiated Staffing", present five basic reasons for differentiated staffing. Quoting Corwin (1969) they cite a career in teaching as one reason for differentiated staffing. "Differentiated work roles can be arranged in such a way as to provide meaningful career ladders for teachers which should result in more equitable rewards for those most committed to their work." (Corwin, 1969, 55). In essence, this means promotion within the ranks of teaching without being forced to move into administration. A second reason put forth by the authors is that of task differentiation. Specialization of function, claim Coleman and Wallin, is based on the desire to develop a feasible task for the practitioner to develop some reasonably narrow area in which he can claim expertise. In the final analysis the student would benefit from the expertise of many teachers. The collegial group theory is a third reason offered by Coleman and Wallin for differentiated staffing. Collegial group decisions will involve the total

instructional team and should result in more appropriate and more effective decisions being made - more appropriate because of expertise and more effective because the decision-makers will implement them. A fourth reason for differentiated staffing is salaries as incentives. Salary scales are based on qualifications and experience while performance goes unrewarded. Differentiated staffing would provide both professional and organizational incentives to teachers resulting in the opportunity to earn more money based on actual work done.

Finally Coleman and Wallin give two reasons why diffusion of innovation can provide a reason for differentiated staffing. First, the team teaching element of such a program involving the use of paraprofessionals, and secondly, interaction and communication in a group combined with reassurance from fellow professionals.

To summarize, a multiplicity of reasons may be advanced for employing a differentiated staffing program. However, it occurs to this writer that the concept of a career ladder, the utilization of paraprofessionals, collegiality and the trend towards increased specialization, appear most frequently as prime reasons for differentiated staffing. This is not to suggest that these reasons are the only ones, but that they receive the most emphasis in the literature.

Some Models of Differentiated Staffing

There are about as many models of differentiated staffing as there are programs. (For a thumbnail sketch of the most prominent see Dempsey and Smith, 1972). For the purposes of this review it is the author's intention to present three of the principal models from the United States and the model practised at Bishop Carroll High School in Calgary, Alberta.

Temple City model. Perhaps the most widely publicized model of differentiated staffing is the Temple City, California, model. The present model has evolved from the original first proposed in 1965 by Dwight Allen. (English and Sharpes, 1972). The career ladder/vertical staffing concept is the essence of this model. Figure II-1.

Temple City Differentiated Staffing Plan

1969-71 (Model 3)

Tenure	Tenure	Nontenure	Nontenure
			MASTER TEACHER Doctorate or Equivalent
		SENIOR TEACHER M.A. or equivalent	
	STAFF TEACHER B.A. & Calif. Credential		
ASSOCIATE TEACHER B.A. or intern			
100% teaching responsibilities	100% teaching responsibilities	3/5's staff teaching responsibilities	2/5's staff teaching responsibilities
10 months $6,500-9,000	10 months $7,500-11,000	10-11 months $14,500-17,500	12 months $15,646-25,000
INSTRUCTIONAL AIDE II $6,000-7,500			
INSTRUCTIONAL AIDE I $4,000-7,500			
CLERKS $5,000-7,500			

FIGURE II-1 (English and Sharpes, 1971, 79).

It incorporates the concept of a career ladder, utilizing a hierarchical classification of professional teachers to include associate, staff, senior and master teachers. Duties, responsibilities, status and salary are determined according to one's position on the ladder. In addition, the model makes extensive use of paraprofessionals and clerical aides. Other features of the Temple City model include flexible scheduling, grouping and team teaching.

Florida model. Another popular model of differentiated staffing is the Sarasota County Model, Florida. Unlike the Temple City model, it contains both horizontal and vertical differentiation and can be best illustrated by the following figures.

The Total Vertical Hierarchy and Concomitant Positions in the System Model

FIGURE II-2 (Fiorino, 1972, 79)

In Figure II-2, levels of responsibility are represented by concentric circles with the outer ring representing the highest level in the vertical hierarchy. The ranking of each position is determined by responsibility and accountability. Consulting teacher, directing teacher, staff teacher, instructor and resident intern are professional positions while the instructional assistant, aide and student assistant are classified as paraprofessionals.

Horizontal Differentiation

Instruction	Administration	Research Planning Evaluation Reporting	Staff Development

FIGURE II-3 (Dempsey and Smith, 1972, 180)

The four blocks in Figure II-3 depict four task areas, all given equal importance and thus horizontally differentiated. The incumbents in the various levels in the vertical structure would spend a proportionate amount of time in each of the four task areas. For example, the principal teacher (principal) might spent 55% of his time in administration, 20% of his time in research, planning, evaluation and reporting, 15% of his time in staff development but only 10% of his time in instruction. Similarly, a staff teacher might spent 70% of his time in instruction, 15% of his time in research, planning, evaluation and reporting, 10% of his time in staff development, but only 5% of his time in administration.

Mesa model. Another well-known model of differentiated staffing is the Mesa, Arizona Model. This model is a client centered staffing project because the base of the project rests on a base of learner needs... stressed in the Mesa Model are both horizontal differentiation and vertical differentiation which are best illustrated in the following charts." (Dempsey and Smith, 1972, 191).

Horizontal Differentiation

FIGURE II-4 (Dempsey and Smith, 1972, 192)

In Figure II-4, the instructional goals are achieved through the interaction of a horizontally differentiated staff, each position having its own specific function.

The same differentiation is illustrated in Figure II-5, but the vertical staffing technique is utilized. In this situation

staffing is arranged based on the expertise needed to accomplish the instructional goal.

Vertical Differentiation:

Goal to Develop a Reading Program for Slow Readers

FIGURE II-5

The numbers indicate the ranking of order and the flow of task in this closed loop differentiated staffing model. (Dempsey and Smith, 1972, 193).

In this instance, the instructional goal is to develop a reading program for slow readers. The teaching team decides which skills are needed to reach this goal. The tasks are then arranged in a vertical relationship in order to successfully achieve the desired goal. Once the goal has been achieved, the team disbands and reorganizes for the next instructional goal. This system is known as "...the fluid hierarchy. By having

this fluidity, we do not presuppose, in order to support a fixed series of positions, that we know what student needs will always or that they will ever be static over a period of time." (Fiorino, 1972, 108).

By examining the horizontal and vertical differentiations in Figures II-4 and II-5, one can see that, in comparison to the Temple City Model, the Mesa Model is at the other end of a continuum with regard to a hierarchy of roles.

English and Sharpes (1972) present a comprehensive analysis in summary form of the characteristics of these three differentiated staffing models. Some obvious differences appear which place the Temple City Model at one end of a continuum, the Sarasota Model in the middle, and the Mesa Model at the other end. For example, Temple City has a fixed hierarchy of professional roles, Sarasota's hierarchy is somewhat flexible, whereas the roles in the Mesa Model are completely fluid. Further, the salary structure at Temple City parallels the concept of a career ladder, Sarasota's is somewhat similar, but the Mesa Model is fluid and can fluctuate from month to month depending on responsibility. Additionally, the Temple City Model is almost wholly teacher centered, the Sarasota Model partly teacher centered, while student needs form the basis for the Mesa Model.

Hence, an analysis of these three key models shows that, while all are considered differentiated staffing, there are notable differences in their underlying organization.

Since the intern will be spending his internship with the Calgary Separate School Board it appears worthwhile to look at the important characteristics of the leading differentiated staffing program in that City, Bishop Carroll High School.

"Bishop Carroll is the first Canadian school to be involved in Models School Project, directed by Lloyd G. Trump..." (Hauck, 1972, 11). The program at Bishop Carroll "...places more emphasis for the responsibility of learning on the students." (Lowery and Enns, 1971, 5). Consequently, staffing at Bishop Carroll is organized with the student at the center (similar to the Mesa Model).

Extensive use is made of paraprofessionals at Bishop Carroll, ensuring that "...the teacher is freed from routine jobs so that he has more time for actual teaching." (Hauck, 1972, 10).

Strangely enough, there is no differentiation of professional personnel at Bishop Carroll. This might lead one to believe that there may have been some resistance to this program by the Alberta Teachers' Association. (This situation could well present an ancillary topic for investigation during the internship).

Student Centered Staffing Model in use at
Bishop Carroll High School, Calgary

FIGURE II-6

In Figure II-6, the principal, personnel administrator, building administrator and activities director make up the school administration. The teaching process is differentiated into a professional component (teachers) and a non-professional component (instructional assistants, clerical aides and general aides). The school is client centered and hence the students are the base of this model.

In conclusion, the purpose of this section has been to present models from the literature. No attempt has been made to classify personnel or explain related duties and responsibilities. It is the author's intention to review both professional and para-professional classifications in separate sections of the review of the literature.

Classification of Professional Personnel

A fundamental dimension of the concept of differentiated staffing is the differentiation of teaching assignments and the classification of professional personnel according to function.

Edelfeldt (1970) claims that differentiated staffing "...could encourage varied utilization of manpower as an alternative to the uniform assignments now assumed by teachers." (Edelfeldt, 1970, 22, 23).

The literature reveals that numerous classification systems have developed in differentiated staffing. The originators of each system have chosen to ascribe their own particular nomenclature to each category of teacher and assign corresponding job descriptions.

It is the author's intention to outline the various classifications of professional personnel, briefly summarize the duties and responsibilities of each, and where applicable, relate them to their corresponding models.

Although not relating his plan to a particular model of differentiated staffing, Giles (1973) formulates an interesting proposal. He suggests that the teaching staff be divided into main categories: level one teachers would be those holding less responsible positions and level two teachers would assume positions of greater responsibility. Level one teachers would be responsible for:

> "...the dictating of spelling lists, helping students with a map project, or with their science experiments, assisting with certain remedial reading exercises, or assisting the coach of the football team. ...noon hour supervision, marking of essays and tests, supervising of testing, ... assisting the librarian, making transparencies, filing and organizing materials, taking minutes of staff meetings and contacting parents of absentee students."
> (Giles, 1973, 30).

These teachers should have three years of related university training and would comprise about forty percent of a given faculty.

Level two teachers would confine their activities to those specifically related to the instructional process. They should have a minimum of four years university training and would comprise the remaining sixty percent of a given faculty.

Giles (1973) emphatically states that this system would eliminate paraprofessionals completely and mean that there would only be teachers and peripheral staff in a school.

To simply re-state classifications, which are basically the same but to which different nomenclatures have been ascribed, would be redundant. The author has instead selected a figure presented by Lewis (1971) which illustrates the basic format of a classification system and relates this to several models which utilize a different terminology for similar positions.

Although paraprofessional personnel are included in this figure, it is not my intention to examine them at this point. These classifications will be dealt with in a subsequent section of the literature review.

	BASIC FORMAT	TEMPLE CITY	CHERRY CREEK	PORTLAND OREGON	KANSAS CITY	FLORIDA STATE EDUC. DEPT.	FOUNTAIN VALLEY
PROFESSIONAL	Co-ordinating Teacher	Master Teacher	Team Leader	Curriculum Associate	Senior Instructor	Teaching Research Associate	Co-ordinating Teacher
	Team Leader	Senior Teacher	Senior Resident	Team Leader	Instructor	Teaching Curriculum Associate	Learning Analyst
	Regular Teacher	Staff Teacher	Junior Resident	House Counsellor	Assoc. Instructor	Senior Teacher	
	Auxiliary Teacher	Assoc. Teacher	Practitioner	House Team Members		Staff Teacher	
	Intern Teacher		Intern Teacher		Intern Teacher		
NON-PROFESSIONAL	Student Teacher		Student Teacher		Student Teacher	Academic Assistant	
	Teacher Assistant						
	Teacher Aide	Instructional Aide	Teacher Aide		Teacher Aide	Educational Technician	Teacher Aide
	Student Aide		High School Teacher Assistant				
		Oak Ave. Intermediate School	Walnut Hill Elementary School	Portsmouth School	Martin Luther King High Sch.	Proposed to Stimulate Thought on Staffing	

Variations in Descriptive Titles used in several school districts throughout the United States. Descriptive titles for differentiated teaching positions.

FIGURE II-7

It is the intention of the author to present some idea of the role definitions, duties and responsibilities of the various categories of professional personnel as outlined in Figure II-7.

Co-ordinating Teacher. The Temple City Model states that the Master Teacher (co-ordinating teacher):

> "...possesses a scholarly depth of knowledge in subject matter or skills areas that enables him to evaluate critically emerging research, and from it select those ideas, practices, and principles that will contribute to the development of new instructional methods and programs."
> (Fiorino, 1972, 57).

Some functions of a Master Teacher are:

> "1. Directing with colleagues in-service classes, workshops, discussion groups, and preparation of faculty monographs.
> 2. Writing projects for finding probes.
> 3. Designing new curricula in harmony with the best available curriculum theory and design.
> 4. Formulating with staff subject area master plans and working with senior and staff teachers in designing the school program, schedule, utilization of resources, educational objectives, and organization of new courses.
> 5. Establishing and maintaining a continual program of research and evaluation.
> 6. Translating related research into experimental instructional probes with senior teacher colleagues."
> (Fiorino, 1972, 57-58).

Lewis (1971) suggests that a co-ordinating teacher be employed on an eleven month basis, possess a doctorate in curriculum, and be experienced in classroom teaching, supervision and, if possible, administration.

In Portland, the role of the curriculum associate includes:

> "(1) providing support services to all team leaders and department chairmen (program leaders); (2) providing technical assistance in the planning and implementation of inter-disciplinary instructional units; and (3) evaluating the performance of all team leaders and department chairmen."
> (English and Sharpes, 1972, 214)

The position of co-ordinating teacher is at the top of the hierarchical structure and represents the zenith of one's teaching career. "They may very easily earn salaries two or three times above their present maximum potential and command the status and authority equivalent to the administrator's." (Dempsey and Smith, 1972, 9).

While the terms "co-ordinating teacher" and "master teacher" may differ, it is evident from the preceeding role descriptions that both require considerable experience, superior qualifications, a thorough knowledge of the instructional process, and a high degree of leadership ability.

<u>Team Leader.</u> The most comprehensive description of the role of a Senior Teacher (Team Leader) is presented by Caldwell (1973) and is summarized as follows:

The senior teacher is a master practitioner, possessing a great deal of experience and training. He should be innovative and an expert in an area of curriculum. He may teach approximately

60% of the time and is remunerated not only for teaching but also for extra responsibilities. These may include in-service education, curriculum development, programming and scheduling, acting as a team leader or co-ordinator, and responsibilities related to the selection, performance and evaluation of his subordinates.

He should be an able organizer, possess leadership ability, command the respect of his colleagues and be able to communicate with parents, students, administration and colleagues.

For other descriptions of the role of the Senior Teacher, most of which are similar to Caldwell's, but not as comprehensive, see (Fiorino, 1972, 54-56), and (English and Sharpes, 1972, 216-218).

Regular teacher. The Regular Teacher is that member of a differentiated staff who most closely approximates the traditional classroom teacher, as can be seen from the job descriptions in the literature. Dempsey and Smith (1972) describe the role of the Staff Teacher (Regular Teacher) in detail. The following is a brief summary of this description.

He must be an accredited teacher, possessing at least one university degree and is paid according to the basic salary scale for a ten month period. The staff teacher teaches 100 percent of his time and should be able to maintain rapport with students, parents and fellow teachers. In essence, he should possess all the qualities inherent in a good classroom teacher.

Fiorino (1972) refers to the Staff Teacher as an "old pro", one who is experienced and specialized in at least two types of instruction. He teaches full-time and has few duties or responsibilities outside the classroom. He is involved, however, in both curriculum development and evaluation, though not to any great extent.

Lewis (1971) claims that the regular teacher is qualified and competent and should possess at least a bachelor's degree. He is next in line to a team leader and his salary is usually the same as that of a traditional teacher in the same area.

In conclusion, the staff teacher is usually considered a career teacher and is expected for the most part to remain in this category until retirement. He is our typical classroom teacher, tenured and paid according to his qualifications, years of experience, and in differentiated staffing programs, according to his function.

Auxiliary teacher. The terms Auxiliary Teacher and Associate Teacher are on the same level according to Lewis' outline above. However, there does seem to be a difference of opinion as to exactly what duties and responsibilities are applicable to this level.

Lewis (1973) suggests that Auxiliary Teachers could be either full or part-time. They may be professionally trained teachers seeking a position with minimum duties and responsibility, e.g., a housewife, or they may be resource people from the community brought in to teach a special skill which they possess, e.g., music. Often they are less dedicated and not as competent as regular teachers. The preparation of an Auxiliary Teacher may not necessarily be academic or professional, but is usually related to his special skill or talent. The salary for such a position is generally limited to the initial steps of the regular teachers' salary scale.

Neither Fiorino (1972) nor English and Sharpes (1972) take the same liberal view of this role as Lewis. Fiorino (1972) in describing the role of the Associate Teacher in the Temple City Model, makes no mention of resource people from the community. He sees the associate as a novice teacher "...in the process of developing subject matter, expertise and gaining experience..." (Fiorino, 1972, 52). He should teach homogeneous groups of students and attain specialist status in either small, medium or large group instruction. Fiorino also allows for the less motivated teacher who is not career oriented "...a female teacher with family responsibilities..." (Fiorino, 1972, 52).

English and Sharpes (1972) define the role of the Associate Teacher in the Sarasota Model as follows:

> "The role of the associate teacher was originally defined in such a way as to give teachers in their first, second or third year of teaching somewhat more limited teaching responsibilities than the staff teachers. As associate teachers they would assume greater responsibility as they gained - and demonstrated - greater competency as team teachers. Indeed, supervision and carefully prescribed, in-service training would theoretically enhance the associate teacher's development. In practice, because of the complexities of interdisciplinary instruction, the degree of responsibility shouldered by associate and staff teacher alike has been indistinguishable. In our case the role distinction is meaningless."
> English and Sharpes, 1972, 219).

In conclusion, there seems to be a discrepancy between the role of an Auxiliary Teacher and that of an Associate Teacher. An Auxiliary Teacher does not need professional qualifications in education but could be recruited from business, industry, etc. However, the Associate Teacher would appear to be merely a teacher in the formative stages of his or her career.

<u>Intern teacher</u>. The lowest professional level in the hierarchical classification of professional personnel for differentiated staffing programs is the Intern. The Intern has usually completed four years university and is assigned to a school or educational institution as a participant observer.

Fiorino (1972) described the Intern as "...a college graduate who is receiving salaried on-the-job experience while in the process of fulfilling certification requirements." (Fiorino, 1972, 23). It appears that the intern may in some respects be analogous to Newfoundland teachers with interim certificates.

However, Lewis (1971) considers the intern to be a graduate student:

> "...working toward a teaching certificate and willing to participate in on-going in-service educational activities...His duties include participation in teaching activities prescribed by the co-ordinating instructor; following activities described by his university or college advisor; contributing to the teaching team in a field or fields of instruction; and maintaining responsibility to the co-ordinating instructor."
> (Lewis, 1971, 80).

In conclusion, although differences appear in the literature, it is generally agreed that the intern is in the final stages of preparation for a teaching career, having completed his college courses, now doing field work for familiarization with an educational institution.

Having looked at the classification of professional personnel in differentiated staffing, our attention will now turn to the classification of paraprofessional or non-professional personnel.

Paraprofessional Personnel

The importance of the utilization of paraprofessionals in a differentiated staffing program is a subject of great debate. This section gives reasons for the use of paraprofessionals, outlines some classifications of paraprofessionals, and surveys policies of Canadian school boards and teachers' associations on the use of paraprofessionals.

Hauck (1972 - 73) explains that in differentiated staffing programs "... the use of various levels of paraprofessional personnel...offers supportive services to teachers, thus freeing the teachers to perform their professional duties." (Hauck, 1972-73).

Beaubier (1969) tells us that the function of a teacher aide is to "...free teachers to teach." (Beaubier, 1969, 57).

Allen (1969) writes "We need a new concept of help for the teacher: clerks and proctors and technical assistants and research assistants ... the emphasis should be on the teacher as a professional, with various kinds of technical assistants to help the teacher with his professional responsibilities." (Allen, 1969, 17).

Dempsey and Smith (1972) state:

> "Today's teachers are called upon to perform a number of tasks too often markedly clerical or secretarial in nature. The performance of these functions is a waste of taxpayers' money and of professional time and talent, as well as being fatiguing and inefficient... The job of the teacher is to diagnose, prescribe, analyze, encourage, criticize..."
> (Dempsey and Smith, 1972, 21).

Classifications of Paraprofessionals. Paraprofessional personnel fall into several classifications, each with its own set of duties and responsibilities.

At Bishop Carroll High School, Calgary, support personnel include the instructional assistants who assist the total teaching team by supervising independent study areas, helping with the preparation of materials and by assisting in evaluating student progress. Additionally, there are clerical aides who assume the responsibility for all typing of curriculum materials and various other clerical activities. There are also general aides who are responsible for handing out supplies in the laboratory and stocking the resource center. (Lowery, 1971, 9).

Dempsey and Smith (1972) refer to the paraprofessional as an educational technician.

> "The Educational Technician performs the routine tasks of the classroom, relieving the teacher of these lesser duties...His job includes such routine tasks as ordering supplies, developing bulletin board displays, mixing paints, record keeping, duplicating materials, typing, playground supervision, setting up materials for laboratory experiments, or any number of other activities essential to the process of the classroom."
> (Dempsey and Smith, 1972, 13-15).

Lewis (1971) defines a paraprofessional and his role as follows:

> "The paraprofessional is equipped with a high school diploma and some college work is desirable. No certification is necessary but additional special personal qualifications are indicated such as being able to relate positively to children, to participate in on-going in-service education activities and to demonstrate acceptable oral speech patterns. The aide may be a full-time or part-time member of the staff responsible for clerical

duties assigned by instructors; supervision of child mobility; record-keeping; preparation of instructional materials and supplies; assembling and operating machines as required; following a variable work-day time schedule according to need and maintaining responsibility to co-ordinating instructors, senior instructors and instructors, as assigned. Salary varies according to placement on salary schedule for teacher aides."

So successful was the introduction of paraprofessional personnel into schools in Vancouver, that the Vancouver City College decided to initiate a course to train teacher aides. (McDonough, 1969, 260).

It would appear from the literature that the use of paraprofessional personnel in our school systems is increasing steadily. In summary, the duties and responsibilities of paraprofessionals are numerous, ranging from supervision, providing technical assistance and clerical help to such activities as putting on the overshoes of primary children or story telling. In any event the basic rationale for the employment of paraprofessionals is to provide teachers with more time for instructional activities.

Having briefly reviewed some reasons for the utilization of paraprofessionals and the classification and duties of same, it might be now interesting to see how some Canadian school boards and teachers' associations react to the employment of paraprofessional personnel. Are they providing much needed assistance or are they viewed as intruders?

A Summary of Policies on Paraprofessionals

A. Provincial Teachers' Associations

Prince Edward Island Teachers' Federation:

No policy - views with concern the utilization of paraprofessionals by school boards.

Nova Scotia Teachers' Union:

Policy - The NSTU believes that professional teachers should be free to teach, and that non-professional tasks should be performed by non-professional personnel.

- Has reference paper on teacher assistants.

Ontario Teachers' Federation:

Policy - The following is a brief summary of the policy of the Ontario Teachers' Federation regarding the use of "volunteers".

The OTF approves the use of volunteer aides whose basic function is to assist the teacher and/or the school.

They should have no responsibility for evaluation and must work at all times under the supervision of a teacher.

Volunteers must not be included in the pupil-teacher ratio.

It is emphatic that they not participate in instructional duties.

The Manitoba Teachers' Society:

Policy - The following is a brief summary of the MTS Policy on Auxiliary Personnel:

The use of the teacher's time can be made more effective with the assistance of auxiliary personnel, such as teacher aides, school aides, auxiliaries and volunteers. Such personnel can relieve the teacher from non-teaching tasks.

Those personnel shall not perform teaching tasks and must work at all times under the direction of a teacher. No teacher shall be required to utilize paraprofessional personnel.

The Saskatchewan Teachers' Federation:

Policy - 3.28 The Saskatchewan Teachers' Federation should oppose the use of teacher aides when such use denies a teacher a position.

- 3.29 Teacher aides should not be admitted to membership in the Saskatchewan Teachers' Federation.

The Alberta Teachers' Association:

Current Specific Policy

- 14.A 1. BE IT RESOLVED, that The Alberta Teachers' Association advocate that teachers determine the number and type and function of teachers' aides to be employed in schools.

- 14.A 2. BE IT RESOLVED, that The Alberta Teachers' Association recognize that non-certificated personnel may become involved in instructional activities, as resource people provided that:

(a) the person has a relevant area of expertise,

(b) the involvement is on a short-term basis,

(c) the activity is planned, organized, supervised, and evaluated by a certificated teacher.

- 14.A 3. BE IT RESOLVED, that The Alberta Teachers' Association advocate that:

(1) the term "teachers' aides" be used to designate non-certificated personnel of all kinds who directly assist individual teachers or groups of teachers in achieving educational objectives;

(2) specific functions and duties of teachers' aides not be defined by statute or departmental regulation;

(3) the employment of teachers' aides be opposed while classroom teacher ratios are in excess of 25 pupils

(1971/73)

- 14.A 4. BE IT RESOLVED, that The Alberta Teachers' Association advocate that auxiliary personnel in school libraries in Alberta perform only such duties as are assigned to them by the teacher-librarian.

(1973)

British Columbia Teachers' Federation:

Policy - The following are the key points in the BCTF's recommendations on school staffing:

Auxiliary personnel shall not:

- infringe in any way upon the responsibilities of a teacher;
- assume any instructional responsibilities in the absence of a teacher;
- tutor or instruct on a one-to-one group basis;
- provide any form of direct or independent remedial instruction;
- auxiliary personnel shall not be used as alternatives for lowering the pupil/teacher ratio;
- any teacher has the right to refuse the services of auxiliary school personnel.

B. Random sample of school boards

Sixteen school boards replied to a request for information on policies regarding paraprofessionals.

The following eight (8) boards have no policy:

Board of School Trustees District No. 26 - Fredericton, New Brunswick

Regional Administrative School Unit 3 - Charlottetown, P.E.I.

Board of School Trustees, School District No. 20 - Saint John, N.B.

The Board of Education for the Borough of Etobicoke, Ontario,

Exploits Valley Integrated School Board - Grand Falls, Nfld.

Bay of Islands/St. George's Integrated School Board -Corner Brook, Nfld.

The Avalon Consolidated School Board - St. John's, Nfld.

R.C. School Board for St. John's - St. John's, Nfld.

The following eight (8) boards have policies and these are outlined:

Board of School Trustees of School District No. 39, Vancouver, B.C.

Policy - Aides do not teach. They must always work under the direction of a teacher who may or may not be right there. Aides may supervise and reprimand but they may not punish students. They must refer all problems to the teacher under whom they are working. Aides must not diagnose learning difficulties, prescribe remedial or other programs or evaluate a student's learning or ability. They may, however, work with individual children or with small groups doing routine drills, listening to children read, etc. They may put up displays, make charts and learning materials, instruct in handicrafts, use their own talents and knowledge to enrich programs.

Board of Education for the Regina Public School District No. 14 of Saskatchewan and the Regina Collegiate Institute:

Policy - The Board of Education subscribes to the use of authorized teacher aides for the purpose of assuming non-teaching duties.

The Board of Education for the City of Hamilton:

Policy - The Board publishes a brochure "The School Volunteer" which, though not spelling out a policy, does give objectives of a school volunteer program and the roles of participants. From this one could infer that the Board supports utilization of paraprofessionals.

The Board of Education for the Burough of North York:

Policy - This Board does not spell out a policy but from the description of the teacher aides it employs, one could infer that North York Board does support the utilization of paraprofessionals.

Saskatoon Board of Education:

Policy - The Board approves the appointment of school secretaries, teacher aides, and resource center technicians as may be necessary for the effective and efficient staffing of the schools. The duties of such personnel shall be specifically defined in position descriptions and will in no way encroach upon those duties which are the

professional prerogative of the teacher. The number of such personnel to be appointed in any school year shall be determined before the annual budget is approved.

Dartmouth Public Schools:

Policy - Once again, one could infer from the job description given, that the Board must support the use of paid paraprofessionals, even though no written policy is spelled out.

Board of School Commissioners - Halifax:

Policy - Board must support the utilization of paraprofessionals. I inferred this from procedures for employment outlined.

Calgary Board of Education:

Policy - This Board supports the employment of paraprofessionals even though it has no written policy. This can be inferred from job descriptions.

C. The Canadian Teachers' Federation

The Canadian Teachers' Federation has no official written policy on the utilization of paraprofessionals. However, it has recently issued a publication which deals with the role of paraprofessionals, their preparation and certification, and the implication for the economic status of teachers. (see Canadian Teachers' Federation, 1974).

In conclusion, it appears that both teachers' associations and many school boards generally support in principle the idea of paraprofessionals. However, two main concerns are evident. First, that paraprofessionals must not be permitted to undertake any instructional activities which belong within the domain of the teacher. Secondly, under no circumstances should the number of teaching positions be reduced by the hiring of paraprofessionals.

Scheduling and Grouping

Although not a necessary component part of a differentiated staffing program, a significant adjunct to the program is flexible scheduling, a procedure used to accommodate individualized instruction. Fiorino (1972) claims that individualization of instruction is "a hallmark and major purpose of all differentiated staffing models."

David and Bechard (1968) pose some interesting questions about our traditional form of scheduling.

> Why must capable pupils be limited to four or five academic courses per year?
>
> Why must all pupils complete a given subject in the same amount of time?
>
> Why must all classes meet five times per week?
>
> Why must all class periods be the same length?
>
> Why must all classes be approximately the same size?
>
> (Davis and Bechard, 1968, 1).

In attempting to deal with these questions, one quickly realizes that all can be answered similarly "for convenience, ease of administration, and it has always been done this way." Individual needs, both of students and teachers, may receive little or no consideration. In addition no allowance is made for differences in programs.

Swaab (1974) presented a number of reasons for adopting a flexible schedule. First, this would increase the program alternatives, thus allowing students a wider choice of options. Secondly, it would break the monotony of the traditional schedule and provide the student with some unstructured time during the school day for independent study. Thirdly, it would utilize small, medium and large group instruction as well as individualized instruction. Fourthly, courses could be weighted and given various blocks of time as required. Finally, it would provide for variable time blocks in the school schedule.

Having looked at some reasons for flexible scheduling, it might be worthwhile to examine some flexible scheduling designs as offered by Lewis (1971). Basically these are of four specific varieties.

Under the "Daily Demand Schedule" each student would receive his own individual time table on a daily basis. This is perhaps the ideal situation, but the work load placed on the teacher makes it somewhat impractical even when the services of a computer are available. Usually, those attempting this design of scheduling will revert to weekly or monthly schedules thus reducing the flexibility somewhat.

A second design is the "Block of Time Schedule". This is

relatively easy to implement. A number of teachers are given a number of students and a block of time. It is then the responsibility of these teachers to work out a flexible schedule within this block of time.

In the third design, the "Computer Generated Modular Schedule", all pertinent data concerning the student, his needs, the courses he wants to take, etc., are fed into the computer. The computer then feeds back the master schedule, student schedule, teacher schedule, class lists, etc. The problem here is that this type of approach is usually done on an annual basis, and although the individual needs of a student are considered much of the desired flexibility is lost. For example, a student with weaknesses may be scheduled for remedial for the entire year, but may overcome these weaknesses within two or three months. Additionally, the arrival of new students can present time tabling problems.

The fourth design is the "Combination Plan" which is simply a combination of any or all of the three designs previously described. In the light of experimentation, a good workable combination could be adopted. Perhaps the cost of computer services might be an important factor when determining the most viable design for a system.

Since the primary purpose of flexible scheduling is to accommodate individualization of instruction, and grouping

techniques form an integral part of this procedure, it might be wise at this point to explain the various types of groups utilized in flexible scheduling.

Lewis (1971) outlines the various grouping procedures and gives the purpose of each.

Independent study provides an opportunity for the individual to progress at his own rate and according to his own interests. Suggested activities include reading, writing, discussion, contemplation, listening, practice, memorization, experimentation, analyzing, investigation and relaxing.

Dialogues consist of usually four or fewer students and are of particular benefit for: conversing and interacting with small groups of students; experimenting, problem solving sessions, and team projects.

Small groups consist of twelve or fewer and provide opportunities for individual growth through and can serve to improve the self-confidence of students. These groups can be utilized for exchange of information, as problem-solving seminars, and for reinforcement and review.

Medium groups consist of approximately thirty students and closely parallel the traditional classroom. Typical activities of medium groups would be testing, film showing, story telling, role playing, and introducing new material.

Large group instruction is used primarily for the relaying of information and as a motivational technique. These groups can range in size from one hundred to three hundred students and feature guest lectures, team teaching presentations, student presentations, master or senior teacher presentations, large scale testing, and films.

To facilitate the scheduling of the various groups outlined above, flexible scheduling makes use of a basic unit of time called the module (mod), a short period usually of fifteen to twenty minutes duration. Swaab (1974) explains that the use of the mod allows the building of blocks of time which can accommodate different program requirements with enough flexibility to vary the time from day to day depending on the activity.

Figure II-8 (Lewis, 1971) illustrates a comparison of traditional scheduling and modular scheduling also showing the various grouping patterns.

INSTRUCTIONAL TIME

FIXED HOURS

MODULES

Traditional Time Scheduling

Twenty Minute Durations

Various Grouping Patterns

Independent Study (1 Student)

Dialogue (less than 3 Students)

Seminar (Less than 8 Students)

Small Group (Less than 15 Students)

Medium Group (30 Students)

Large Group (100 to 300 Students)

Comparative Analysis of Traditional Schedule and Flexible Schedule

FIGURE II-8

The traditional time schedule on the left represents the standard timetable of six fifty-minute periods per day, allowing little or no flexibility. However, the modular schedule provides for twelve twenty-five-minute periods per day, thus increasing flexibility. For example, a major lecture in history might require four mods of time and cater to a large group of one hundred students or more. An oral French class might require only two mods and be attended by a small group of fifteen or less. On the other hand, students might be given only one mod for independent study.

Figure II-9 is an example of a pupil's computer generated schedule. The six hour day is divided into twenty-four mods. Notice that on Wednesday morning, a biology lab takes four mods whereas the independent study period requires only one mod. A small group session in mathematics on Friday is allocated two mods, but the French class the same day is given three mods.

Computer Generated Master Schedule
(Pupil Sample)

	Monday	Tuesday	Wednesday	Thursday	Friday
1	World Geography Small group Room 110	World Geography Small group Room 110	Biology 2 Small group or Lab Room 126	World Geography Small group Room 110	English 3 Small group Room 111
2					
3					
4	I. S. (Pupil Options) Open Lab I. M. C. Lounge Art etc.	I. S.		I. S.	I. S.
5		Art 1 Room 118	I. S.	Art 1 Room 118	Physical Science Small group or Lab Room 206
6			Physical Science Large group Room 203		
7					
8					
9		I. S.	I. S.	I. S.	
10	Lunch		Lunch	Lunch	Lunch
11					
12	I. S.	Lunch	I. S.	Language Lab	I. S.
13	Math 2 Large group Room 119		Math 2 Large group Room 119		
14		I. S.			
15				English 3 Small group Room 111	Math 2 Small group Room 201
16	I. S.	English 3 Large group Room 121	I. S.		
17	Physical Science Small group or Lab Room 206				World Geography Large Group Room 126
18				I. S.	
19		Biology 2 Small group or Lab Room 126			
20				Biology 2 Large group Room 126	I. S.
21	I. S.				
22	French I Room 109		French I Room 109		French I Room 109
23		Math 2 Small group Room 201		Math 2 Small group Room 201	
24					

FIGURE II-9 (Davis and Bechard, 1968)

In conclusion, Swaab (1974) emphasizes that:

> "Flexible Modular Scheduling is not a specific program but rather a method or organization - implemented through scheduling - which dramatically increases the school administrators' options for developing and initiating a wide range of program reform."
> (Swaab, 1974, 19).

While a differentiated staffing program does not necessarily mean an accompanying flexible schedule program, it would be almost impossible to successfully differentiate teaching assignments without the use of flexible scheduling and grouping techniques. As suggested earlier, flexible scheduling incorporates the advantages of variable group instruction, course weighting, individualized instruction and increased program alternatives, all of which are component parts of differentiated staffing.

Cost Analysis

Are differentiated staffing costs more, less or similar to the costs of a traditional staffing program? "Differentiated Staffing: dollars and sense" (1971) surveyed several of the nation's leading programs and concluded that, although differentiated staffing costs were slightly higher, there was no significant difference in real cost.

Much of the literature on cost factors in differentiated staffing focuses on a comparative cost analysis with traditional staffing. In the opinion of this author, a review of some of the

cost comparisons appears appropriate and subsequently some conclusions may be drawn.

Figure II-10 compares traditional and differentiated staffing patterns at Venice Junior High School, Florida. Traditional staffing allocates forty-three full-time professional personnel and five part-time. The differentiated staffing pattern provides for thirty-nine full-time professional and three part-time professionals. However, the latter also permits the employment of twenty-three and one-half paraprofessionals.

Department	Traditional Staffing Number of Teachers	Differentiated Staffing
English	7	1 Directing teacher 4 Staff teachers 1 Instructor 2 Aides
Mathematics	6	1 Directing teacher 2 Staff teachers 1 Instructor 1 Instructional Ass't. 1.5 Aides 8 Student assistants - 1 hour per day
Science	6	1 Directing teacher 4 Staff teachers 2 Aides 1 Student assistant
Social Studies	6	1 Directing teacher 2 Staff teachers 2 Instructors 2 Aides
Physical Education	5	1 Directing teacher 4 Staff teachers
Foreign Language	3 plus 1 part-time	1 Directing teacher 2 Staff teachers 1.5 Aides
Electives	6 plus 2 part-time	1 Directing teacher 2 Staff teachers 2 Part-time staff teachers 3 Instructors 1.5 Aides
Instructional Media	1 part-time	1 Part-time directing teacher 1 Staff teacher 3 Aides
Counselling	2	1 Staff teacher
Administration	1 Principal 1 Ass't. Principal	1 Principal 1 Directing teacher (research/evaluation-staff development)

FIGURE II-10
(Fiorino, 1972, 98)

Figure II-11, on the other hand, gives a comparison of the salary costs at the same institution.

Department	TRADITIONAL	DIFFERENTIATED
English	$60,932.00	$58,260.00
Mathematics	$51,356.00	$49,350.00
Science	$55,546.00	$54,320.00
Social Studies	$48,226.00	$46,490.00
Physical Education	$44,820.00	$47,395.00
Foreign Language	$37,733.00	$40,055.00
Electives	$50,556.00	$58,180.00
Instructional Media, Counselling, and Administration	$63,600.00	$63,036.00
Total staff	$412,769.00	$417,986.00

FIGURE II-11

This Figure shows that differentiated staffing costs slightly more than traditional staffing (approximately 1%).

Assuming that a greater number of professional and para-professional personnel, and the differentiation of assignments result in a better quality of instruction, then the differentiated staffing program is the more desirable of the two, minimal extra cost notwithstanding.

Similarly, another comparative analysis, Figure II-12, is that of Mary Harmon Weeks Elementary School and a traditional elementary school of comparable size.

Administration	Weeks		Traditional	
Principal	$15,400		$ 14,350	
Adm. Co-or.	12,155		9,340	
Total		$ 27,555		$ 23,690
Staff				
2 Co-ordinating Instr.	24,310			
7 Senior Instructors	64,449			
11 Instructors	92,070		(31) 259,470	
4 Assoc. Instructors	15,600			
4 Interns	16,000			
8 Student teachers				
1 Vocal Music Teacher	8,370		(1/5) 1,674	
1 P.E. Teacher	8,370		(2/5) 3,348	
1 Art Teacher	8,370		(1/6) 1,395	
1 Speech & Reading teacher	8,370		(2/5) 3,348	
1 Librarian	8,370		8,370	
1 HSC-PSWC	8,370		(1/10) 837	
1 Prof. Nurse	8,370		5,022	
1 Music Instr.	2,092		5,092	
1 Ad. Sec.	4,000		4,000	
1 At. Clerk	3,467		1,949	
1 Library Clerk	3,353			
8 Teachers' Aides	22,876		1,080	
TOTAL		$306,807		$295,585
GRAND TOTAL		334,362		315,275
DIFFERENCE		$ 15,087		

FIGURE II-12 (Dempsey and Smith, 1972, 25).

In this comparison, the traditional school is allocated approximately thirty-two teachers and two administrators at a total cost of $315,275.00. Weeks, however, can employ thirty-seven professional personnel and twelve non-professionals (not including student teachers) at a total cost of $334,362.00.

In this instance differentiated staffing is more costly by approximately 5%. Once again the assumption is made that a greater total number of personnel and the differentiation of instructional

and non-instructional assignments are factors related to the improvement of instruction, then differentiated staffing is a much more viable alternative, though costing slightly more.

Another example of comparative cost analysis is Figure II-13 which compares the cost of differentiated staffing salaries at Martin Luther King Junior High School and a traditional high school of comparable size, both schools in Kansas City, Missouri.

Administration:	Differentiated Staff		Traditional
Principal	$15,400		$15,400
Vice-Principal	13,475		13,475
Total	$28,875		$28,875
Instruction:			
2 Co-ordinating Instr.	24,310		
7 Senior instructors @ $9,200	64,400		
31 Instructors (incl. librarian)	267,840	(48)[1]	401,760
8 Assoc. instructors	31,200		
2 Special education instructors	16,740		16,740
Total	$404,490		$418,500
Certificated Serv.:			
3 Interns	12,000.00		
8 Teachers' Aides	22,874.00		
2 Counselors	21,263.50	(2)	21,263.50
1 Nurse	8,370.00		8,370.00
1 Home-School Co-ord.	8,370.00	(4/5)	6,696.00
2 Accompanists	4,845.00		4,845.00
Total	$ 77,722.50		$ 41,174.50
Non-certificated:			
1 Library Clerk	3,530		
3 Secretaries	11,680		11,680
1 Registrar	5,088		5,088
1 Textbook Clerk	3,650		3,650
Total	$ 23,948		$ 20,418
GRAND TOTAL	$535,015.50		$508,897.50
DIFFERENCE	$ 26,068.00		

FIGURE II-13 (Dempsey and Smith, 1972, 24)

The foregoing illustration shows that a total expenditure of $535,015.50 provides for a differentiated staff of seventy-five professional and non-professionals. The traditional school, however, employs a total of approximately sixty personnel at a total cost of $508,967.50.

Similar to the previous comparisons, differentiated staffing costs slightly more but provides for the employment of a significantly higher number of personnel than traditional staffing. Once again, if our basic assumption holds true, then differentiated staffing is more desirable.

A final comparison, Figure II-14, illustrates the salary bill for both traditional and differentiated staffs in an elementary school in Colorado.

ILLUSTRATION A		ILLUSTRATION B		
Traditional Personnel & Salary		Differentiated Staff Personnel & Salary		
20 Teachers	$220,000	1. Co-ordinating Teacher	(1)	$20,000
15 Teacher Aides	45,000	2. Team Leaders	(2)	36,000
		3. Teachers	(8)	88,000
35 Professional &		4. Auxiliary Teachers	(4)	12,000
Paraprofessionals	265,000	5. Intern Teachers	(8)	40,000
		6. Student Teachers	(12)	-0-
		7. Student Assistants	(4)	20,000
		8. Teacher Aides	(8)	24,000
		9. Student Aides	(12)	-0-
		Professional and Paraprofessionals	(59)	$240,000

FIGURE II-14 (Lewis, 1971, 210)

In this case, differentiated staffing actually costs less than traditional staffing, but employs more personnel.

The debatable issue here, of course, is that only fifteen professionally qualified teachers are employed in the differentiated staffing program compared to twenty in the traditional. However, it could be argued that the eight interns and twelve student teachers make up the loss of five professionals. Nevertheless, if we hold our basic assumption to be true, differentiated staffing is once more the more desirable option.

Salary costs, although the most obvious, are by no means the only costs associated with a differentiated staffing program. For example, during the planning phase, consideration should be given to such costs as visitations to existing programs, attendance at conferences, workshops, etc., consultants' fees, collection of publications on differentiated staffing and the salaries of teachers who substitute for members of the planning committee.

The development phase includes the costs of remodelling, establishment of a resource center, materials, supplies and furniture. Additionally, the costs of computer assistance and educational technology should be considered. Finally, a major cost consideration is the salary bill for professional and non-professional personnel.

In conclusion, it appears that differentiated staffing costs are not significantly higher than traditional staffing costs including the planning and developmental costs and, hence the program is viable from an economic viewpoint. Major concerns continue to be introducing the program for the purpose of saving money and the possible reduction in the number of professional personnel as a result of differentiated staffing. In any event, the prime reason for the introduction of such a program should be to improve the quality of instruction in our school systems. Whether or not this is actually accomplished has yet to be established empirically.

Orientation and In-Service Training

Two of the most important components of a differentiated staffing program are the orientation and in-service training of the teachers who will implement the program.

> "With the implementation of differentiated staffing, orientation of the teaching staff is crucial and vital because of the very nature of the concept which involves reorientation and retraining of the professional staff for maximum utilization of its strengths and skills." (Lewis, 1971, 84).

In-service training is the provision of instruction to individuals or groups already employed with a view to increasing their competence and performance. Orientation is similar to in-service training in that instruction is involved. However, orientation programs are usually conducted when a new environment,

positions, or changing conditions exist.

Dempsey and Smith (1972) review the reasons for in-service education as outlined by Harris, Bessent, and McIntyre (1968).

First, pre-service education represents only an introduction to the profession and follow-up is needed. Second, our rapidly changing society dictates that we continually update our methods, techniques and knowledge. Third, we must be made aware of the need for co-ordination and articulation of instructional practices. Finally,

> "Other factors argue for in-service education activities of rather diverse kinds. Morals can be stimulated and maintained through in-service education, and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur." (Harris, Bessent, and McIntyre, 1968, 3-4).

Having reviewed some reasons for in-service and orientation, it might be now wise to examine the content of such programs as they relate to differentiated staffing. Lewis (1971) presents a specific orientation and training program illustrated by the following schematic:

FIGURE II-15 (Lewis, 1971, 91)

Briefly, it suggests that outside consultants present an introduction to the orientation and training program for differentiated staffing. Next, the actual instruction and orientation are provided for the seven areas listed in the schematic, and then outside consultants are called in to evaluate the program. Finally, this should lead to an efficient implementation of differentiated staffing.

In summary, the contents of this program would include such things as defining and establishing a rationale for differentiated staffing, delineating the differentiated roles and responsibilities and training in the use of flexible scheduling techniques. Further, in the area of curriculum, the in-service could cover such topics as methodology, evaluation, reporting, diagnosing and non-gradedness. Additionally, training in humanism would concentrate on the establishment of good interpersonal relations among faculty, students, administration and community. The classroom management sessions could emphasize techniques of small, medium and large group instruction, discipline and teamwork. Finally, training for the resource center and educational technology go hand in hand. It would provide staff members with information on how to use the resource equipment and materials and reference materials. It could also teach teachers how to make their own transparencies, filmstrips, etc.

Realizing that differentiated staffing is a multi-faceted concept, Lewis has presented a comprehensive plan for the orientation and training of teachers, covering the major areas of concern for those considering the adoption of such a program.

Having established a rationale for training and orientation and having examined a model of the content of such program, let us now look to Caldwell (1973) who presents some practical ways of implementation. He suggested that the school year could begin ten days earlier, thus allowing one day per month for in-service. He also proposed an alternative, i.e., hold in-service once a month and then extend the school year at the end. Further, he suggests rotating teams of specialists to allow teachers free time for in-service. Additionally, he suggests paying teachers for in-service courses completed on their own time. Finally, he suggests periodically scheduling the school day for the minimum amount of time and hold in-service after classes.

Similar to Caldwell's proposals, Fiorino (1972) describes the in-service program at Temple City which was accomplished through monthly workshops with follow-up provided by senior teachers. Leadership training sessions are conducted bi-weekly and involve all district leaders.

In conclusion, the importance of in-service training and orientation in our innovative program with far-reaching implications cannot be overemphasized. Unless professional and paraprofessional personnel and administrators are well acquainted with the philosophy, objectives, methodology and component parts of differentiated staffing, the chances for the successful implementation of such a program are minimal.

> ". . . . teacher education does not end with a diploma, . . . the knowledge and technological explosions must be made relevant to teachers, and. . . in-service programs must be rationally related to those things that a teacher is expected to do. The last point is crucial."
> (Clark, 1972, 83).

Differentiated Staffing: Some Problems, Advantages and Disadvantages

Differentiated staffing is an imaginative, innovative concept with far-reaching implications. Having reviewed the literature regarding the component parts of differentiated staffing, let us now view some of the problems, advantages and disadvantages of this innovation in light of approximately a decade of experience.

Advantages. The implementation of an experimental design will most likely result in some measure of success. The advantages of differentiated staffing programs have been enumerated by a number of authors.

Gear (1971) claimed that such programs help create a curriculum related to student needs, provide for individualization of instruction, make better use of teacher talent and allows for a

career ladder in the field of teaching.

In addition to those presented by Gear, Dwight Allen (1969), a name almost synonomous with differentiated staffing, cites the following advantages:

> "The identification of specific responsibilities of each level within the instructional team;
> "A differentiated staff can make effective use of persons who do not wish to accept full professional responsibility... The elimination of labor/management connotations in staff negotiations...A differentiated staff will facilitate innovation...There is a substantial organizational benefit from a differentiated staff."
> (Allen, 1969, 18).

O'Keefe (1971) advances several significant advantages of differentiated staffing. It encourages innovation, facilitates the organization and improvement of curriculum, develops professionalism in the field of teaching, and promotes the individualization of instruction. (O'Keefe, 1971, 34).

The Association of Classroom Teachers of the National Education Association state the following advantages of differentiated teaching assignments:

> "Differentiated teaching assignments for classroom teachers appear to provide - through a program responsive to the interests, abilities and needs of the individual learner - a more meaningful educational experience and a climate favourable to the development of each child to his potential.
>
> "By fostering good teaching techniques, such as flexible assignments, modular scheduling, matching of instructional resources with learners' needs, individualized learning experiences, and a clinical approach to meeting students' needs, differentiated teaching assignments for classroom teachers should provide effective education."
> (Today's Education, 1969, 60).

Many other positive aspects have been identified by a number of authors. See (Dempsey, 1972), (Edelfeldt, 1972), (Marshall, 1973), and (Weissman, 1969). However, it is felt that the advantages outlined above seem to be the more important ones in that they appear most often and receive particular attention in the literature.

Disadvantages and Problems. Naturally, any major innovation such as differentiated staffing is subject to a number of pitfalls. Gear (1971) suggests that it can often be confused or substituted for merit pay. The plan is not feasible in small schools or small departments. It may lead to conflict among staff members because of role ambiguity. Evaluation by fellow teachers might result in staff divisiveness.

Weissman (1969) summarizes some of the disadvantages of differentiated staffing as follows:

> "...undesirable hierarchal status distinctions if positions and titles are overemphasized and openness not maintained, greater personality conflicts with new roles and patterns of interpersonnel relationships, resistance by some administrators and teachers, decision-making opportunities becoming limited for those on the bottom because of bureaucratic expansion, teachers becoming more remote from students if they rely too heavily on auxiliary personnel, too much emphasis on supervisor-teacher relationships and roles and not on student-teacher relationship, extensive differentiation, restricting perspective and inhibiting individual initiative if role definitions become operational straitjackets. It assumes that coppetence can be recognized and defined in this instance - overcompensation in the lower ranks during the transition period and inclusion of a "grandfather" clause would be necessary."
> (Weissman, 1969, 125).

O'Keefe (1971) claims that the major disadvantages arise from the attitudes of staff members. First, staffing patterns require changes in role behaviour on the part of administration and teachers. Secondly, differentiated staffing could become an end in itself, rather than a means to an end. Finally, the hierarchy that is a component part of this program could become more rigid than the one that now exists. (O'Keefe, 1971, 4).

Caldwell (1973) devotes a full chapter to problems associated with differentiated staffing. These include such possibilities as decision-making will be slower and the distination between teachers and administrators will diminish because of collegiality. Further, there may be opposition to the replacing of "district-level" positions with the "teaching hierarchy". Additionally, advanced technical requirements might retard the rate of change. Finally, teachers may have problems in coping with increased personal accountability and the new visibility evident in differentiated staffing programs.

In conclusion, although differentiated staffing has its obvious advantages and disadvantages, consideration should be given the following salient points if any measure of success is to be achieved. Democratic leadership must be prevalent, participatory modes of management must be utilized to identify and achieve goals, teamwork is a requisite, and finally, "It will thrive only when our administrative and staffing structures have achieved a competent systems approach based on contemporary management design and a clear definition of mutual goals." (O'Keefe, 1971, 5).

III

The Internship

Background

The writer completed his period of internship with the Calgary Separate School District #1 in Calgary, Alberta, from April 7 to June 4, 1975. This Board has an enrolment of approximately 22,000 pupils and employs almost one thousand teachers in fifty-seven schools in the City of Calgary. The Board will operate on a budget of approximately $29,000,000 in 1975-76. The Alberta Provincial Government, through its Foundation Program Fund and other provincial grants, will contribute approximately $24,900,000. The other major source of revenue is Supplementary Requisition which, through local taxation, will supply approximately $4,000,000.

The Calgary Separate School District #1 was selected primarily because the writer's review of the literature revealed that this Board was experimenting with differentiated staffing, the most noteworthy example being Bishop Carroll High School. Also, the Board is similar in size and of the same denomination as the Board with which the intern will be employed in September, 1975. It thus appeared that this Board could provide a wide diversity of experiences to help the intern achieve his general objectives while, at the same time, providing opportunities to fulfill the specific objectives related to differentiated staffing.

As a result of the two month internship, a large amount of data was collected, presenting the intern with management problems in the writing of this report. To overcome these problems, this section of the report is organized as follows: statement of each specific objective and summary of related activities and impressions.

The reader is reminded that the data collected are not empirical and cannot be analysed statistically. Therefore the report will be subjective and impressionistic in nature.

Objective #1: To investigate the planning of differentiated staffing programs.

Activities and impressions. To help accomplish this objective, the intern visited Bishop Carroll High School where he interviewed the Principal and the Director of Activities and External Relations regarding the planning of that school. Further, the intern interviewed the Principal of Bishop Kidd Junior High School and studied that school's printed hand-out in relation to planning. Finally, an interview was held with the Principal of University Elementary School to ascertain the details of the planning of that school's staffing program.

In attempting to achieve this objective the intern realized that it was impossible to treat the planning of differentiated staffing in isolation and hence had to investigate the planning

of total instructional organizations of which differentiated staffing formed an integral part. Since each of three schools studied was planned differently, it is the intern's intention to summarize the planning of each individually.

The Calgary Separate School Board, interested in a "lighthouse" high school project, made contact with Dr. J. Lloyd Trump, Director of the Model Schools Project, and the feasibility of that Board's participation in that project was discussed. Subsequently, Dr. Trump visited Calgary and presented the details of the project to the trustees of the Calgary Separate School Board. The Board voted to opt in to the Model Schools Project and directed its architect to plan Bishop Carroll High School according to Trump's design.

The initial planners included Central Office personnel and Dr. Robert Lowery, the principal-designate of Bishop Carroll High School. So that Dr. Lowery could thoroughly familiarize himself with the Model Schools Project, he attended regional conferences in the United States and held meetings with principals of comparable schools already involved with this project.

The next phase called for the selection and preparation of staff for Bishop Carroll High School. Criteria for teacher selection included expertise in a subject area, a desire to participate in the Project, and the final approval of the Director of Education. The

details of the in-service program will be outlined in a subsequent section of this chapter.

Extensive use was made of human resources in the planning of this school. During the year immediately preceeding its opening, the staff was visited by a host of educators involved in the Model Schools Project including J. Lloyd Trump and William Georgiades. These experts presented a series of intensive in-service sessions on the various components of Trump's plan. Just over two years of planning and preparation went into Bishop Carroll from the time the initial proposal was presented in May, 1969, until the school's opening in September, 1971.

Bishop Kidd Junior High School, unlike Bishop Carroll High School, was a functional school operating under a traditional philosophy. To make the school's program more relevant to today's demands, the principal, Dr. Tom Halbert, decided to re-organize the instructional package around PAK, "A Program for All Kids". The planning for this program included the areas of physical renovations to accommodate the program, establishing a favourable school climate, and developing a commitment to the program on the part of traditional teachers. There are eight developments incorporated into the PAK Project and planning for the introduction of each is a must. These areas are the teacher-advisor role, pontooning, divisions of learning, instructional clusters, continuous progress, independent study, and

building modifications. Once the planning had been completed, intensive in-service and gradual implementation of the new program followed.

The planning of University Elementary School differed from the planning of both Bishop Carroll High School and Bishop Kidd Junior High School. The University of Calgary Faculty of Education and the Calgary Public School Board saw the need for a demonstration facility for student teachers. Also, the Board wanted a lighthouse school in continuous progress. A planning committee was then formed to draw up plans for University Elementary School. This committee consisted of representatives from the University of Calgary, the Calgary Public School Board, the Alberta Teachers' Association, (ATA), and other community organizations. The school was then planned in relation to four specific purposes. First, the school was to be a demonstration school associated with the Faculty of Education at the University of Calgary. Also, it was to serve a specific geographic area similar to any other school in the Calgary Public School System. Next, the school was to serve as a resource school for teachers. Teachers would be appointed to the school for a specific period of time and would then be transferred to other schools in the Calgary Public School System. Finally, it was to be a school for action research.

The first principal and an ad hoc faculty committee planned the program for this school. This committee was directed to study

alternative ways of organizing pupils and teachers for instruction, and this directive was also made clear to the architect who was to design the building with maximum flexibility. Some of the outcomes of the architect's work included twenty-four theatres overlooking the instructional areas, each with microphone and one-way glass, and folding walls for increased flexibility. In addition, a lecture room and administration office space for visiting university students were incorporated into the design.

In the area of program, the planning committee studied curriculum design, individualization of instruction, and continuous progress. Other related areas such as flexible scheduling, team teaching, and the utilization of paraprofessionals, were also studied. The committee spent just over two years in planning and preparation before University Elementary School opened its doors for the first time.

Objective #2: To analyze comparative cost factors in differentiated staffing programs.

Activities and impressions. To obtain some idea as to the cost of operation of a school with a differentiated staffing program, the intern interviewed the vice-principal of Bishop Carroll High School and studied the Evaluation Report on that school as prepared by the Calgary Regional Office of Education. Further,

to compare these costs with those of a more traditional school, the intern examined the budgets of both Bishop Carroll High School and St. Francis High School. Additional information in this area was obtained in an interview with the Comptroller of the Calgary Separate School District #1.

A study of the literature pertaining to differentiated staffing revealed that its costs are not significantly higher than traditional staffing costs. Further, it should be kept in mind that the Calgary Separate School Board agreed to the development of Bishop Carroll High School with the understanding that it would be funded the same as any other similar high school in the system. Hence the intern carried out his study of comparative costs with these facts as considerations.

Initially, the School Board applied for funding for Bishop Carroll High School under the Innovative Projects Fund, a special grant funded by the Alberta Provincial Treasury. The application was successful and the amount of $197,311.20 was approved. Of this amount the Provincial Department of Education was to provide $98,656.00 and the local School Board was to pay the balance. The Government honoured its commitment and funded the Project in the amount of $98,656.00. However, the School Board, instead of providing additional funds for Bishop Carroll High School, considered its share as a part of the regular budget for the school.

As a consequence, the school was left with a substantial debt.

During the planning and developmental stages, Bishop Carroll High School also received funding from the Model Schools Project. However, it must be emphasized that this funding was to be utilized for the purposes of in-service and evaluation only. Also, with the completion of the Model Schools Projects in 1974, Bishop Carroll High School no longer received funding from this source. Presently, as an alternative to purchasing textbooks at an estimated cost of $98.00 per student, Bishop Carroll High School charges each student a registration fee of $38.00 per year. A portion of this fee, ten dollars, is allocated to the Students' Union and is used to supplement the regular school budget.

Examining the budgets of both Bishop Carroll High School and St. Francis High School, the intern learned that both schools are given budgets based on identical formulae with the single exception that St. Francis High School is staffed on a pupil-teacher ratio of 22 to 1 because it is a vocational high school, while Bishop Carroll High School is staffed on a pupil-teacher ratio of 23 to 1, because it is non-vocational. Hence, St. Francis High School can employ more teachers.

Next, the intern looked at the employment of paraprofessionals, an area where financial problems seem to exist. Initially, Bishop Carroll High School was the only school with a significant

number of paraprofessionals and which controlled paraprofessional salaries. However, the School Board has now taken over this control and has systematized all paraprofessionals. As a result, Bishop Carroll High School may have lost much of its flexibility in utilizing paraprofessionals. Recent increases in salary granted on a system basis has left Bishop Carroll High School in debt because of the large number of paraprofessionals it employs.

Another factor which makes Bishop Carroll more costly is that its students, because of the program, are working independently at their own rate and thus usually take about one semester longer to finish high school than do students in traditional schools.

In conclusion, it does appear that the cost of operating Bishop Carroll High School is higher than the cost of operating St. Francis High School. However, it appears to the intern that the difference is not really that significant for several reasons. First, both schools are funded using the same formula. Next, while Bishop Carroll High School students stay in school longer and therefore are more costly, St. Francis' staffing costs are higher because of its lower pupil-teacher ratio. Further, the additional funding for Bishop Carroll High School came from the Model Schools Projects and the Alberta Department of Education, thus not burdening the School Board with additional costs. Finally, the Calgary Separate School

Board did not provide sufficient financing under the Innovative Projects Funds and as a consequence, Bishop Carroll High School still has a debt.

The intern, from his experiences, therefore agrees with the literature which reveals that differentiated staffing programs do not cost significantly more than traditional programs and hence are economically viable alternatives.

Objective #3: To participate in and observe the implementation of flexible scheduling.

Activities and impressions. To understand the workings of flexible scheduling, the intern spent time at Bishop Carroll High School and Bishop Kidd Junior High School where he observed flexible scheduling in operation. Further, visits were made to St. Helena Junior High School and St. Bonaventure Junior High School to observe their flexible scheduling methods.

Because flexible scheduling was already introduced in these schools, the intern was unable to participate in its implementation. However, through study, discussion, and observation, the writer was able to gain a working knowledge of two types of flexible scheduling, the "block of time", and the "combination plan". Bishop Carroll High School utilizes the "combination plan", while the other schools visited utilize the "block of time" schedule. To begin, the writer will explain the flexible schedule at Bishop Carroll High School.

The school timetable schedule at Bishop Carroll High School is comprised of three basic elements:

(a) Large group presentations,

(b) Small group sessions, and

(c) Independent Study.

The program consists of nine areas of study and all students are expected to become involved, at least to some extent, in each of the nine areas. The nine areas of study consist of nine subject sections (one for each subject area):

1) English Language Arts
2) Fine Arts
3) Health, Fitness and Recreation
4) Mathematics
5) Modern Languages
6) Practical Arts
7) Religious Studies
8) Sciences
9) Social Sciences

As a basic program requirement each student partakes of one half hour of large group presentation and a number of small group discussions (determined by each subject area) in a two week cycle for a total of four and a half hours of central administratively scheduled time (see Appendix A) and one to ten hours of team area

scheduled time (per two week cycle). The two week cycle contains "Week A" and "Week B", each containing five days. The remainder of time for each student within each two week cycle is made up of varying amounts of independent study sessions in each of the nine areas of study. The scheduling of this time arrangement is determined on an individual basis between the student, the student's "Teacher Consultant", and the student's parents. As a result, each student has a timetable which consists of a thirty hour week and which has been designed to meet his, or her, own individual needs. (See Appendix B). Therefore, the number of separate and distinct student timetable schedules equals the total number of students enrolled in the school.

Teachers are scheduled administratively by subject area team and each team is responsible for coverage of:

a) Resource Centers (independent study areas)

b) Labs

c) Large group presentations (one per two week cycle (per subject area)

d) Small group sessions which are of two kinds:

(1) Discussion based (Discussion groups)

(2) Content based (Seminar groups)

The Subject Area team is responsible for the internal scheduling of all areas within their own jurisdiction. Team area schedules are under continual revision in order to facilitate specific needs.

Independent teacher time in the school is allotted to involvement in the following areas of responsibility:

a) Large Group presentations

b) Small Group Discussion and Seminar Sessions

c) Assisting students in learning situations in subject area resource centers and laboratories

d) Team administrative duties

e) Developing curriculum, and

f) Acting in the capacity of a "Teacher-Consultant" to an assigned number of students.

This latterduty, that of the role of teacher-consultant, is perhaps the major responsibility of each teacher in the school and involves a great amount of teacher time.

Large Groups are scheduled in one half hour modules and the large group organization for this year is attached. (See Appendix C).

Small Groups are scheduled by the subject areas and are scheduled on a monthly basis as they are needed. Some small groups are an integral part of the nature of the subject under study and are built into the unit paks, some are general nature and are a

requirement of the subject area team, some attempt to identify areas of potential difficulties in student learning, some pertain to specific learning problems at specific times and others are impromptu or ad hoc groups. The organization of all small groups is designed to provide for a flexible program to meet the specific needs of all students and this organization varies from one subject area to another.

Possible problem areas would be the scheduling of lunch periods and extra-curricular activities. Lunch times are scheduled to facilitate the large number of students that must receive food services in a short period of time and within a small facility. Appendix D outlines the lunch schedule in more detail. All small groups and short term activities are superimposed on the student timetables. The student uses regularly scheduled time to compensate for superimposed activities and student timetables are subject to change at any time with the approval of the student's Teacher-advisor.

Unlike Bishop Carroll High School, Bishop Kidd, St. Helena, and St. Bonaventure Junior High Schools all use some form of the "block of time" schedule. Both St. Helena and St. Bonaventure are still in the experimental stages, but, basically, both schools have divided their instructional programs into teams and have ascribed various nomenclature to them. Each team is given a block of time, facilities, and a number of students. They are then instructed to determine the amount of time required for each subject, how the instruction will be given, and the teachers for

these units. For example, the Technology of Man Team at St. Helena and the MASCIE Team at St. Bonaventure both teach science and mathematics. The team, consisting of three or four teachers, would probably be given 90 minutes per day in a math/science lab, resource center or area with ancillary rooms, and 100 students to teach. It is then the responsibility of the team, led by the team co-ordinator or leader, to plan the instructional activities. Neither school uses the module as a standard unit of time, but stresses flexibility within a larger time frame.

Bishop Kidd Junior High School does use the module and incorporates its use into a "block of time" schedule. This school has divided its various areas of instruction into three "Divisions of Learning", - the Community of Man, the Communications of Man, and the Technology of Man. It also uses various group sizes for instruction known as "Instructional Clusters". These Clusters are of three kinds: the large group presentation (LGP), the small group instruction-discussion (SGID), and the base instructional cluster (BIC), which is the traditional classroom. On Monday, Wednesday, and Friday of each week, each "Division of Learning" is given one period of four modules for each grade level. The team can then decide the pattern or organization of clusters it will need. Appendix E provides a detailed schedule of the instructional time at Bishop Kidd Junior High School. Tuesdays

and Thursdays are devoted to options and a more traditional timetable is followed. This is illustrated in Appendix F. Further, a detailed timetable of the Technology of Man Division for Grades 7, 8, and 9 which outlines the modules, teachers, locations, and nature of instruction, has been included as Appendix G.

In conclusion, the intern feels that both types of scheduling can be viable alternatives to more traditional patterns of scheduling. The "Combination Plan" at Bishop Carroll High School appears to be working to the satisfaction of both teachers and students. The "block of time" schedule also appears to be working fairly well at both Bishop Kidd and St. Bonaventure Junior High Schools, even though both schools follow different philosophies of instruction. However, the intern feels that the teams at St. Helena have not yet accepted the challenge of flexible scheduling, and for the most part have organized their timetable along traditional lines within the block of time provided.

Objective #4: To gain a thorough understanding, through observation and participation, of the classification and assignment of professional personnel in differentiated staffing programs.

<u>Activities and impressions</u>. Differentiated assignments for

professional personnel is the core of a differentiated staffing program. The intern carried out many activities to help achieve this objective. First, interviews were held with administrators at Bishop Carroll High School, Bishop Kidd Junior High School, St. Helena Junior High School, St. Bonaventure Junior High School, and University Elementary School. Additionally, interviews were held with teacher-advisors at Bishop Carroll High School and with co-ordinating teachers at both St. Helena and Bishop Kidd Junior High Schools. Further, the intern studied the job descriptions of professional personnel at both Bishop Kidd Junior High School and Bishop Carroll High School.

A review of the literature related to differentiated teaching assignments revealed that most programs use a hierarchical structure of positions based on the "career ladder" idea. However, the intern found that professional personnel in both the Calgary Separate and the Calgary Public School Boards are not classified in this manner. As a consequence, the intern found it difficult to fit the differentiated teaching and administrative assignments into a structured model. Therefore the writer will merely attempt to present the differentiated professional assignments he observed in the Calgary Separate School System and describe each position in some detail.

The first role to be discussed is that of the Teacher-Advisor. This role is perhaps the most frequently mentioned when one speaks of differentiation of teaching assignments within the Calgary Separate School System. It has been firmly established at Bishop Carroll High School where students, administrators and teachers emphasize that it is a key factor in the success of the school's program. Also, at Bishop Kidd Junior High, the teacher-advisor role is increasing in importance and is given strong emphasis by the administration. At both St. Helena and St. Bonaventure, the role is still in the embryonic stages of development, but its future is viewed with optimism by the administration in both schools. The following job description of the role of Teacher-Advisor is based on the descriptions provided by Bishop Kidd Junior High School and Bishop Carroll High School.

1. They will be personally responsible for 30 to 35 students in helping to plan and schedule time allotted for independent study in their various subject areas.
2. They will remain with the same group of students during their high school career.
3. They will help each student find his own talents and interests and help each student plan and evaluate his independent study schedule. Usually, this will take the form of straight

advisement on routine guidance matters. This is to be differentiated from personal counselling.

4. They will collect information about the student from the student himself, from teachers and from various sources and to store this information so that it is readily available for interpretation to students, parents and staff.
5. They will see parents and prospective employers; to prepare report cards, college recommendation forms and employment questionnaires for their students.
6. They will operate with other teacher consultants and the professional counsellors as part of an educational team.
7. They will assist in the duties and responsibilities as designated under the job description for area teams.
8. They will take attendance for all of their counsellees every morning when school begins.
9. They will read the "Bulletin" and all messages from various departments to all counsellees at morning check-in.
10. They will remind all counsellees in morning check-in of interviews, large groups, and small groups.
11. They will meet with each counsellee at least two and one-half hours per month.
12. They will check and evaluate progress in each subject area for each counsellee at least twice a month.

13. They will phone parents of counsellees whenever the need arises in terms of
    (a) absences in large groups, small groups, and from school;
    (b) failure to adhere to schedules;
    (c) progress;
    (d) parents' meetings.
14. They will send home progress reports at least every two months for each counsellee.
15. They will keep counsellee files up to date in terms of progress and comments on such.
16. They will aid each counsellee in obtaining specific help from specific subject areas, by setting up appointments with respective subject teachers.
17. They will encourage students to pursue as many areas of activity within and out of the school as possible (pep club - tours, jobs, etc.)
18. They will consult with the subject teacher before changing a report card grade.
19. They will attend all team meetings established by their team co-ordinator and all faculty meetings established by the principal.
20. They will assume other duties and responsibilities assigned by their team co-ordinator and/or by the principal.

Next, it is the intern's intention to review the role of the team co-ordinator. The instruction at Bishop Kidd Junior High School, Bishop Carroll High School, St. Helena Junior High School and St. Bonaventure Junior High School is given by teams which can encompass either several subject areas or, as in some cases at Bishop Carroll High School, only one subject area. Team co-ordinators can be either fixed on an annual basis or rotated monthly or bi-monthly depending on each individual situation. The following is a general job description of a team co-ordinator which is based on job descriptions provided by the aforementioned schools and on the information obtained in interviews with administrators and teachers in these schools. It should be noted that not all of the duties and responsibilities listed will apply to every team co-ordinator as the role of each varies somewhat from one situation to another.

1. They shall be directly responsible to the principal.
2. They shall be responsible for the supervision and co-ordination of instruction within their areas.
3. They shall supervise and co-ordinate the preparation and revision of courses of study and course units of instruction.
4. They shall organize and conduct area meetings.
5. They shall supervise instructional procedures in their areas.
6. They shall make every effort to stay current in the knowledge

of their profession through local, provincial, and national meetings and through professional reading.

7. They shall co-ordinate the selection and distribution of textbooks and other instructional materials for their areas.
8. They shall be responsible for the assignment of duties to instructional assistants, clerical aides and general aides.
9. They shall be responsible for the budget allotted to their particular area.
10. They shall attend all faculty and co-ordinator meetings called by the Principal.
11. They shall report to the Principal on a regular basis re: duties pertaining to their office.
12. They shall assume other duties and responsibilities assigned by the Principal.
13. They shall submit an annual report to the Principal.

Having reviewed the role of team co-ordinator, the writer will now focus on the role of team member. The duties and responsibilities of team members vary from school to school. In most instances they are either worked out co-operatively by the members of each team themselves, or, as in the case of Bishop Kidd Junior High School,

they are assigned by the Team Co-ordinators. Consequently, it is difficult to provide an accurate job description in these cases. However, the duties and responsibilities of team members at Bishop Carroll High School are outlined explicitly and those are presented as a general outline of what most team members might be expected to do.

1. Each member will present or co-ordinate one large group presentation on their subject every eight weeks.
2. Each member will, where necessary, provide the students with reference sheets for the large group presentations.
3. Each member will co-ordinate 16 small groups every two weeks.
4. Each member will take attendance at every small group.
5. Each member will evaluate the progress of students in the small groups.
6. Each member will develop at least one unit-pak of curriculum materials for the existing courses in their subject.
7. Each member will spend one to two hours each week evaluating and revising curriculum materials.
8. Each member will evaluate student assignments (written or oral).
9. Each member will discuss and help individual students or groups of students in the area resource center.

10. Each member will assist and supervise students for one hour each week in the study center.
11. Each member will attend and participate in the bi-weekly team meetings.
12. Each member will attend and participate in the bi-weekly teacher meetings.
13. Each member will aid instructional assistants in knowing all areas of curriculum.

Next, the intern will review differentiated roles in the field of guidance. The intern learned that the position of counselling co-ordinator at Bishop Kidd Junior High School and the position of Professional Counsellor at both St. Helena Junior High School and Bishop Carroll High School were considered as distinct and separate roles in the differentiated staffing structures. This differentiated counselling staff is a result of the roles of professional counsellor and teacher-advisor. It appears to the intern that these positions have considerably more scope than do guidance positions in more traditional schools. The job descriptions of the Counselling Co-ordinator at Bishop Kidd Junior High School and the Professional Counsellor at Bishop Carroll High School are somewhat lengthy and have been included for elaboration as appendices H and I respectively. From a study of these job descriptions one can infer that many of the routine tasks of

guidance counsellors in traditional settings are performed by Teacher Advisors in the Calgary Separate School System. Further, it is obvious that the scope of the work of the guidance personnel in that system is much broader than the work of our traditional guidance counsellors.

To conclude the review of differentiated professional assignments, the intern will now explain the differentiated administrative assignments at Bishop Carroll High School. The Principal at this school has the overall responsibility for the school. However, the administrative structure is horizontal in nature with five distinct areas of responsibility: curriculum, personnel, instruction, business, and activities/external relations. This differentiated supervision-management structure differs from that of a more traditional school. The main role of the Principal is the improvement of instruction. The vice-principal is primarily concerned with curriculum development. The Personnel Director is responsible for guidance, discipline, and support staff. The Activities/External Relations Director co-ordinates school activities, visits to Bishop Carroll, and performs public relations duties. The business manager, who is not a professional educator, is responsible for the financial and business management of the school. More detailed descriptions of each position are outlined in appendices J, K, L, M, and N. The intern has no hard data to prove that this

type of administration is superior to a more traditional administration. However, it did appear to the intern from his observations and interviews at Bishop Carroll High School, that the structure represented at least a viable working alternative.

In conclusion, the intern feels that while he was unable to observe the types of differentiation of professional personnel found in the literature, the experience of observing and studying less sophisticated patterns of differentiated staffing was beneficial in that it presented the intern with alternatives which could be the subject of experiment in his own Province. Further, it appeared to the intern that the hierarchical structure form of differentiated staffing with appropriate rates of pay would meet with strong objections from teacher associations in that it would interfere with accepted salary scales and would be merely a form of merit pay.

Objective #5: To gain a thorough understanding, through observation and participation, of the classification and assignment of non-professional personnel (paraprofessionals) in differentiated staffing programs.

Activities and impressions. The intern's activities in his study of paraprofessionals were many and varied. First, interviews were held with clerical aides, teacher aides, school aides, and

volunteer aides in approximately six schools in the Calgary Separate School District. Also, the intern interviewed instructional assistants at Bishop Kidd Junior High School and Bishop Carroll High School. Additionally, the intern studied job descriptions of the Calgary Separate School Board and of Bishop Kidd Junior High School and Bishop Carroll High School. Further, the intern held interviews with teachers, administrators, and personnel from the Alberta Teachers' Association on the role of the paraprofessional. Finally, the intern played the role of instructional assistant in the Modern Languages Resource Center at Bishop Carroll High School.

The activities undertaken to achieve this objective took up the greatest percentage of the intern's time. While a multitude of terms are used in respect to the various types of paraprofessionals, the intern found that by eliminating roles that overlapped, there were in actual fact five types of paraprofessionals employed or working in the schools of the Calgary Separate School System. For the reader's clarification, the intern wishes at this point to summarize the role, duties and responsibilities of each type of paraprofessional.

The first paraprofessional position to be reviewed is that of the instructional assistant, who represents the paraprofessional

position which most closely approximates a professional teaching position. Most instructional assistants have a minimum of two years university or post-secondary education and many possess university degrees. For the most part they seem to enjoy a good working relationship with both students and teachers. Their duties include supervision, marking of objective-type tests, working with small groups with particular problems, giving individual attention, distribution and collection of tapes, slides, filmstrips, and unit paks, in resource centers, filing, recording marks and occasionally typing. They do not perform any evaluative function.

The role of instructional assistant appears to be working well, especially at Bishop Carroll where it forms an integral part of the differentiated staffing structure. However, some problems were observed by the intern in his examination of this role. First, there is a high turnover rate among instructional assistants as a result of low salaries and over-qualification. Second, there is a danger that the nature of the work performed by instructional assistants is instructional and infringes upon the domain of the professional teacher.

The next paraprofessional role to be examined is that of the library technician. Library technicians are usually graduates of

a two year post-secondary course in library technology. They, too, appear to have a good relationship with teachers and students. Library technicians have supervisory responsibilities, usually in the library, but perform no evaluative function. Their duties and responsibilities include routine maintenance and distribution of equipment, circulation of books, cataloguing, typing and duplicating stencils.

While the position of library technician seems to be of great benefit to schools, the intern observed one serious problem associated with this role. The library technician often fills a position that could be held by a teacher librarian. This of course means that a professional salary position has been replaced and this situation is contrary to the policy of teacher associations.

Third, the intern will examine the role of the clerical/teacher aide. This type of aide was the most prominent paraprofessional position encountered by the intern in the schools of the Calgary Separate School Board. These aides performed many functions which can be summarized as follows: typing, filing, dictation, marking objective tests, transcribing and maintaining records, operation of duplication machinery, telephone operation, performing minor supervisory duties, preparing transparencies, distributing books and materials in resource centers, filling out report cards and registers, and distributing bus passes. They do not perform any evaluative function.

The clerical aides were well received by teachers and appeared to get along well with both students and teachers. However, the low wage scale for these aides did not provide much of an incentive and a high turnover rate among clerical aides is evident.

Fourth, the intern will look at the role of a general aide. These aides require no specific training or qualifications for their positions except that they must be deemed personally suitable. Their duties and responsibilities are related to tasks for which no special skills are required: e.g. some filing, duplicating materials, recording marks and unit pak completions, handing out materials in the resource centers, performing minor supervisory roles, and maintaining general cleanliness and tidyness in the resource centers.

These aides appear to get along well with students and teachers. They too perform no evaluative function. The wages paid to general aides are minimal and this results in low morale. Also, a retention problem has developed because of the wage factor.

The final paraprofessional role to be examined is that of the volunteer aide. These aides are usually parents or relatives of children in a particular school, or parishioners who are interested in giving a percentage of their spare time to the school. They perform a wide variety of tasks which can be either general or

specialized in nature, depending on the qualifications, experience, or background of the volunteer. For example, a volunteer with a typing course could provide needed clerical assistance, whereas a volunteer with expertise in pottery could provide more specialized help to the teacher.

Based on the results of interviews and observations, it appears to the intern that volunteer aides enjoy their work and generally are making a positive contribution to education. However, in schools with established paid paraprofessional help, the intern detected a strong feeling against volunteer aides, and supporters of these aides were in a minority. Reasons for this reaction included the following: First, volunteer aides cannot be depended upon. Second, they take jobs away from others, and, third, they are often considered intruders.

In conclusion, bearing in mind the two main concerns of teachers' associations in the utilization of paraprofessionals, i.e. replacing professionals and undertaking activities which belong within the domain of the teacher, the intern has observed the following:

1. That clerical/teacher aides, general aides and volunteer aides are performing a worthwhile function in the Calgary Separate schools;
2. That the workload of teachers who have paraprofessional assistance is considerably lessened, allowing more time for planning, preparation correction, and providing students with more personal attention;

3. That confidentiality among paraprofessionals appears to present no real problem.

For additional information, the policies of the Alberta Teachers' Association are outlined in Appendices O and P.

Objective #6: To study and observe programs for the training and orientation of personnel involved in differentiated staffing programs.

Activities and impressions. To accomplish this objective, the intern interviewed the Principal of University Elementary School and the Director of Activities and External Relations at Bishop Carroll High School. Also, the Resource Pak for Bishop Kidd Junior High School was studied.

Since the training and orientation of the staffs at Bishop Carroll High School and at University Elementary School had already taken place, the intern did not have the opportunity to observe them. However, some information on the nature of these programs was ascertained through interviews with administrators with experience in this area and through study. It would appear that the content of such programs is not general in nature, but instead related to the specific program in which the personnel are expected to participate. For example, teachers new to Bishop Kidd Junior High School would be in-serviced on the teacher advisor role, pontooning, divisions of learning, instructional clusters, continuous progress, independent

study, teacher aides, and building modifications. This training is provided mostly by the principal, vice-principal, guidance counsellor and team co-ordinators and is a form of on-the-job training. Also, external resource personnel are utilized when desirable.

At the same time the whole staff at University Elementary School provides system-wide in-service for the Calgary Public School Board on the concepts applicable to that school, -- individualization of instruction, flexible scheduling, and continuous progress. Teachers can usually avail of this training by spending a period of time at the school working with its teachers, and also, University Elementary teachers occasionally act as consultants at workshops for other staffs.

A different situation existed at Bishop Carroll High School where the training and orientation program for teachers on the original staff was both more intensive and extensive. Once the teachers were selected, their in-service sessions focused on the integral parts of the program. Some meetings were held to discuss the philosophy and rationale of the program while others examined the relationship among independent study, individualized scheduling and large and small group presentations. Additional in-service sessions examined the roles of the Teacher-Advisor and Professional Counsellor while others looked at differentiated staffing assignments and Teacher/Supervisory roles. Finally, teachers attended workshops on curriculum, motivation, and evaluation.

These intensive in-service sessions began early in 1971 and are still being held. They take the form of conferences, workshops, professional days and short courses. A wide diversity of professionals possessing expertise in the various areas mentioned have been utilized for staff training. They include Dr. J. L. Trump, Director of the Model Schools Project, and Dr. Wm. Georgrades, Associate Director. Additionally, principals and teachers, experienced in the Model Schools Project, were guest experts for in-service sessions.

Local in-service sessions under the direction of the principal, Dr. R. Lowery, were also held. These sessions made extensive use of prepared audio-visual presentations on various aspects of the programs in other schools in the Model Schools Project.

In conclusion, the intern feels that the training and orientation programs for the original staffs at University Elementary School and at Bishop Carroll High School followed closely the model outlined in the literature review. Firstly, outside consultants presented the overview of the program. Next, the teachers were instructed in the various component areas. Thirdly, evaluation took place, and finally, successful implementation resulted.

Objective #7: To attempt to determine the advantages and disadvantages of differentiated staffing programs through observation of and participation in the

implementation of such programs, and through interaction with parents, students, teachers, and administrators.

Activities and impressions. To accomplish this objective, the intern observed differentiated staffing programs at Bishop Kidd Junior High School, St. Helena Junior High School, St. Bonaventure Junior High School, Bishop Carroll High School and University Elementary School. Also, discussions and interviews were held with students, parents, teachers, administrators and paraprofessionals to determine the success of these programs. Further discussions were held with representatives of the Alberta Teachers' Association and with some faculty members from the Department of Educational Administration at the University of Calgary. Finally, the intern studied the Evaluation Report on Bishop Carroll High School by the Calgary Regional Office of Education. As a result of these many and varied activities, it would appear to the intern that the following are advantages of differentiated staffing:

1. That the role of the teacher-advisor works very well both from the viewpoint of students and teachers.
2. That the role of clerical aide is a decided advantage to teachers in differentiated staffing.

3. That the role of general aide is also a great help to teachers and very well received.
4. That the instructional assistant's role, though still evolving in some schools, is a top priority in situations where the role is well-defined.
5. That continuous progress and individualization of instruction were both seen as advantages of differentiated staffing.
6. That more time for planning, preparation and correction is an advantage of differentiated staffing.
7. That the unit pak appeared to be a desirable approach to learning and thus an advantage of differentiated staffing.
8. That students have a better opportunity for more personal attention as a result of the teacher-advisor role.
9. That teachers can make optimum use of their own particular strengths and interests in differentiated staffing.

While the advantages of differentiated staffing appear to be many, the intern also found that there are several disadvantages associated with differentiated staffing programs. These appear to the intern as follows:

1. That because of their heavy workload, teacher-advisors aren't as accessible to students as they should be.
2. That some students are unable to handle the "freedom" which

is a result of programs of this nature.

3. That the reduction in the number of professional positions resulting in the hiring of paraprofessionals is a disadvantage.

4. That low wages can be cited as the single major factor causing a morale problem among paraprofessionals.

5. That a relatively high turnover of paraprofessionals is a disadvantage.

6. That frequent inability to clarify exactly where the role of the instructional assistant ended and the role of the teacher began, is a disadvantage.

7. That the continuous progress system permits students to remain in school for a longer period of time than the standard three years. This costs money and is a disadvantage.

In conclusion, the intern was unable to observe many of the advantages and disadvantages found in the literature since the nature of the differentiated staffing programs visited did not possess the "career ladder" or differentiated salary scales components as revealed in the literature. However, the intern feels that the advantages of differentiated staffing programs, as observed, far outweigh the disadvantages and consequently, differentiated staffing is a viable alternative to traditional staffing patterns.

IV

Activities Related to General Objectives

While the intern spent most of his time engaged in activities related to achieving his specific objectives on differentiated staffing, a variety of other activities were also undertaken. These activities helped the intern fulfill the general objectives of the internship as stated in Chapter I. It is the writer's intention in this Chapter to state the activities which related to the achievement of the general objectives and briefly summarize each.

The first activity was attending in-service sessions for school administrators on the topic "Catholic Education in the United States." Guest consultant for this session was Fr. Bill Friend, Vicar of Education with the Diocese of Mobile in Alabama. Fr. Friend outlined the current situation regarding Catholic education in the United States. His main emphasis was on the importance of the lay principal and the lay teacher in the direction of Catholic education in the United States.

A second activity was the study of the Instructional Materials Center at the Calgary Separate School Board office. The Instructional Materials Center utilizes a multi-faceted approach to mass

media. Facilities include a previewing room, developing room, printing room, audio studio, video studio, graphic arts production room, library and resource center. Of particular interest to the intern was the computer cathode from City Hall which enabled the Center to control all its audio-visual materials and equipment practically at the touch of a button.

The Center is under the direction of the Supervisor, Instructional Materials, and he is assisted by one other professional person, the Instructional Materials Consultant. Non-professional personnel include an audio-visual technician, a secretary, a library technician, an operations clerk, a booking clerk, and a maintenance clerk. The main function of the Center is to help provide a total media program supportive to the district's educational program.

Thirdly, the intern visited St. Mark Elementary School, toured the plant and held a short informal discussion with the principal. This school is of the open-space design and contains several auxiliary rooms for instruction in groups of various sizes. The school's enrolment is 320 students from Early Childhood Studies through Grade VI. Students progress at their own rate in Language Arts and Mathematics although the school is basically graded in

structure. The school was constructed with community use in mind and hence facilities are somewhat more elaborate than those of a typical elementary school. Students receive the services of music, guidance, and physical education specialists and are also able to participate in a wide variety of extra-curricular activities. The teachers at St. Mark Elementary School were hand picked and are enthusiastic about the open-space approach to learning.

A fourth activity was an informal discussion with the Executive Secretary of the Alberta Teachers' Association, Calgary office. This interesting and informative discussion focused on collective bargaining, the organization of the Alberta Teachers' Association (ATA), programs in schools and school systems, teacher welfare, and ATA policies. The intern was provided with a copy of the ATA Members' Handbook to supplement the contents of the discussion.

Fifthly, the intern visited St. Francis Senior High School, toured the building and chatted informally with the principal. St. Francis High School is one of the largest senior high schools in the City of Calgary. It has a student enrolment of approximately 1650 and a teaching staff of 78. The administration consists of a principal and three vice-principals. The principal is primarily reponsible for communications, co-ordination, and teacher supervision,

while the duties and responsibilities of the three vice-principals are divided so that each has some interaction with students, some professional area, and some basic administrative duties.

Historically, the school dates back to 1962 when it was opened. At that time it was co-institutional and operated with two principals, a male for the boys' section, and a Sister for the girls' section. During the course of time, more and more classes and activities became co-educational, until, eventually, about seven years ago, the school became completely co-educational with a single principal.

The program at St. Francis is most comprehensive. In addition to standard offerings in English, social studies, physical education, mathematics, modern languages and the various sciences, St. Francis offers as well automotive mechanics, music, art, home economics, beauty culture, electronics, carpentry, drafting, and many other subjects. This enables students from various backgrounds, with diverse interests, and various levels of academic ability, to choose according to their interests from a wide range of courses.

The school is an open climate type allowing the students considerable freedom. They may relax or work in the corridors, cafeteria or library during free periods, and may even leave the building. They are not required to be on the premises if they

do not have classes. There is also a smoking area provided for students. There is no lunchroom or corridor supervision assigned to specific faculty members. Each teacher is advised that he is required to exercise general supervision at all times and in all places. This particular practice has not led to a breakdown in discipline, and problems of a disciplinary nature are minor and rare.

The principal considers himself to be a traditionalist to a great extent, but emphasizes that his philosophy is to provide a meaningful education for the average learner which he feels constitutes some 60 - 70% of our student population. It is for this very reason that he emphasizes the wide diversity in program offerings. He also believes in democratic administration and the concept of collegiality. He does admit, however, that both the final authority and the final responsibility rest with the principal.

As an observer in this school, the intern felt that there was a harmonious relationship between the principal and staff members, among teachers, between teachers and students, and among students themselves. The atmosphere seemed relaxed, friendly, and well-disciplined, and there was no evidence of boisterous behaviour. The students seemed keenly interested in their work and were well-behaved.

A sixth activity for the intern involved observation of the Junior High School Religious Education Curriculum Committee. This committee was at work drawing up a program for the district's Grade VII Religion Course and was comprised of seven classroom teachers selected from the Junior High Schools of the district.

The following procedures made up the method of operation for the Committee. First, a committee consisting of priests and senior religion teachers draws up an outline of the aims and the objectives of the religious education program. Next, this outline of aims and objectives is presented to the curriculum committee and the members are told to write a program for teachers and students based on these aims and objectives. Third, the committee gathers as much material as it can find which might relate to the aims and objectives. This material can include books, articles, records, tapes, films, filmstrips, pictures, drawings, slides, etc. Fourth, once the material has been gathered, the committee arranges it so that it relates to specific objectives and aims. Fifth, a teachers' introduction is written which presents an overall view of each section of the course. This is followed by a teachers' manual which gives suggestions as to how to teach each section, suggestions for related activities and follow-up, and lists of related resource material. Finally, a student booklet is written which contains the material the student

is to learn. Once the program has been written, the School Board has it printed and distributed to teachers. It is a tremendous help to the many teachers who lack the proper preparation for teaching religion.

The enthusiastic teachers on this Committee are given a week off at a time, two or three times per year, to work on program. They are replaced, of course, by substitutes. Neither considers himself an expert in curriculum, but just regular classroom teachers with experience in teaching religion and an interest in curriculum development.

Another activity was the observation of a Staffing Meeting between the Junior High School principals and the Director of Education for the Calgary Separate School Board. The intern attended this meeting to obtain a comparison of staffing procedures used by this Board with those used by his own Board in St. John's. Basically, the procedures used were as follows:

1. All principals confirmed their anticipated enrolments for 1975 with the Director of Education.
2. The number of classes at each grade level was then confirmed.
3. Present permanent staff was next established.
4. This year's temporary staff were either substantiated for next year or dropped.

5. Decisions were made on requests for transfer from other permanent and temporary staff.
6. Vacancies are established, needs determined, and new applications reviewed.

This system is analogous to the NHL draft system and is often referred to facetiously as just that. Leaves of absence and transfers due to overstaffing are looked after first, but teacher-initiated transfer requests may not necessarily be accommodated, i.e. they aren't picked up in the draft. The intern found this meeting most informative and both Dr. Earle and the principals freely answered his questions.

As another activity, the intern spent a day with one of the elementary Guidance Consultants with the Calgary Separate School Board. The discussion focused on the organization of the Pupil Personnel Services Department of that Board and on the role of the guidance consultant. Appendix Q outlines the organization of this department while Appendix R gives a detailed job description of the role of guidance consultant. The intern, accompanied by the guidance consultant, also visited two elementary schools for the purpose of observing student referral procedures and to observe General Learning Disability classes.

A ninth activity involved a visit by the intern to St. Michael's School in Pincher Creek, Alberta. Pincher Creek is a small town located in the southwest region of Alberta. The town has its own

R. C. Separate School Board which operates St. Michael's School, an all-grade school from K - 12. Supervisory and consultative services are through a mutual arrangement with the Lethbridge Separate R. C. School Board. The board office consists of one room, housed in St. Michael's School, and a secretary-treasurer and a secretary comprise its only full-time employees.

The Principal of St. Michael's, Mr. Paul Shaw, greeted the intern and showed him the physical plant. By Newfoundland standards, the plant is more than reasonable, with better than adequate space to operate the school program. For an all-grade school of such a small enrolment, the school does offer a well-balanced program which includes woodworking, business education, driver education, band, French, and physical education. The school has an enrolment of 400 students and is staffed by nineteen teachers.

The Principal stated that a major problem is a financial one. The school serves a wide area but can only collect taxes from Pincher Creek. This puts the Board at a disadvantage in comparison to the Public Board which taxes the whole area. This of course results in limited resources and is a handicap to St. Michael's. The Principal mentioned that the average teacher age is high and that many are natives of the Pincher Creek area. There are cases of relatives on the staff, staff members with relatives on the Board, and pupils

with relatives on the staff. This kind of "in-breeding" does not create an atmosphere in which any form of change can be effected. The principal is resigning at the end of the school year and he is obviously frustrated with his own inability to cope with the situation in his school. If his successor is a native of the area, there is a strong possibility that the status quo may be maintained. However, an appointment to an outsider could once again lead to frustration in an attempt to crack the "inner circle". Apart from these problems, the school, in its own traditional manner, seemed to be operating reasonably well.

During his short visit, the intern chatted briefly with the band director and participated in a rehearsal. The program is working well and the students were keen and enthusiastic. The main problem was the relatively small number of students from which to choose instrumentalists and, of course, the problem of finance. Further, the intern chatted briefly with the principal about the French program which is operating well in Division II, but which does not attract any great participation after that. The intern found that this visit to a school in a small community presented a new and interesting perspective, in that he observed the operation of a one school system and saw in actuality the many problems facing such a system.

A discussion with a Police Resource Officer at St. Mary's Community School constituted a tenth activity for the intern. This position is a new one and part of a pilot project of the Calgary Police Service. A professional police officer is stationed at St. Mary's Community School on a full-time basis. The constable described his duties as many and varied but, basically, he is to act as a resource person for teachers. Some examples of his work to date include lectures in law classes, business classes and in the young hunters' program. Further, he has provided information related to his occupation, views on capital punishment, information on drugs, and traffic and safety lectures. He also serves as a liaison with other resource agencies such as the Calgary Safety League. He finds that he has been called upon frequently to provide assistance to the guidance department especially in cases relating to students who have broken the law.

When the constable first introduced himself and his new position to the students he emphasized that he was there to assist both teachers and students. He was not to be considered a disciplinarian, a spy, or out to locate drugs. He stated that, although as a policeman he did possess a certain authority, his role was not an authoritative one. The Resource Officer also tried to establish a good working

relationship with students through interaction on an informal basis and through personal involvement in sports. He is enthusiastic about his role, which, he feels, has surpassed his expectations. Students have already developed a trust and come to him with many problems in search of friendly advice. He feels that the Elementary/Junior High/Senior High administrative arrangement at St. Mary's Community School does present a minor problem in that communications among the three buildings are inadequate. However, the constable stated that in his 17 years experience he has never been happier in his work.

The intern's eleventh activity was a discussion with the "Gateways Project" counsellor at St. Mary's Community School. The aim of this project is to help potential school dropouts help themselves by attempting to find meaningful employment for them. It is sponsored by the Alberta Department of Education and operated by the Boys' Club of Calgary.

Some years back, the Boys and Girls Clubs of Calgary were totally recreation oriented. Over the past three years the emphasis has changed mainly because change in kids was not being effected through recreation only. A study of drppouts showed that their primary need was employment. Although 80% can find employment on their own, there is still 20% who cannot and this is the group to which "Gateways" caters. This Project is concentrated in four

or five Calgary high schools which have the highest dropout rate.

The schools provide the "Gateways" counsellor with office space, a telephone and services of a secretary. The school keeps records of dropouts and the school counsellors often make referrals to the "Gateways" counsellors. An attempt is then made to find employment. The "Gateways" counsellor is quick to add that the counsellors try to deal with the whole person, his background and all related problems and not solely with the employment problem. The counsellor spends a large percentage of his time getting to know the student, his problems and his interests. Only then can meaningful employment be found.

The Project is tied in with all the other social agencies in Calgary. Further, representatives from the apprenticeship board and from Mt. Royal College come to talk to the students.

The St. Mary's counsellor is responsible for all high schools with the Calgary Separate School Board. He feels the program is working well, cites a genuine concern for kids as a job prerequisite, and is personally very happy with the nature and results of his work.

Another activity for the intern involved a discussion with Dr. Henry Toews, Social Studies Consultant with the Calgary

Regional Office of the Department of Education. The intern and Dr. Toews chatted informally about the nature of the intern's program which Dr. Toews found most interesting. The intern explained the various routes to the M. Ed. in Educational Administration at Memorial and the procedures to follow for an internship.

The intern explained to Dr. Toews his interest in Bishop Carroll High School and the two compared their opinions on the school. (Dr. Toews formed part of an evaluation committee from the Department of Education which carried out an extensive evaluation of Bishop Carroll High School).

The intern and Dr. Toews concurred on several points related to Bishop Carroll High School. First it was agreed that there is a need for schools of this nature. Second, the general climate of Bishop Carroll High School was viewed by both as excellent with a fantastic rapport between teachers and students. Further, the rôle of the Teacher-Advisor is viable, important and at the core of the program. Fourth, the school is not for everyone and is now tending to cater to the academic elite. Fifth, the curriculum, especially in the area of options, needs both expansion and revision. Finally, the single major problem appeared to be the inaccessability of teachers to the students.

In conclusion, the intern and Dr. Toews agreed that Bishop Carroll High School represented a viable educational alternative but that it must not be considered a panacea.

As a thirteenth activity, the intern spent a day in Lethbridge Alberta visiting the Roman Catholic Separate School District #9. This Board comprises only the City of Lethbridge, Alberta, and has a population of 2200 students taught by approximately 102 teachers in six schools. The Board consists of five members and is duly constituted under the Alberta Schools Act in a similar manner to the Public School Board in Lethbridge. There are no standing committees of Board, but occasionally ad hoc committees are established. Catholics in the area must pay their taxes to the Separate School Board while the taxes of others go to the Public Board.

The Central Office Flow Chart of this Board appears as follows:

The principals have an input into decision-making and they meet twice a month as a Principals' Council. They can make recommendations to the Board and the Board can also come to this Council for advice. There is also a Board-Teacher Committee which gives teachers an opportunity for input into decision-making, and they can appear before the Board with ideas, suggestions, recommendations. Also, parents have considerable input and are consulted on important issues such as planning and family life programs.

The Board, through the Superintendent and staff, attempts to evaluate all teachers annually. Everyone is visited once a year and a written report is given to the teacher and discussed. There has only been one dismissal in the past 2½ years. The principal is the key man here and he must report to both the teacher and the Superintendent the results of his findings. To establish tenure, the Board usually hires teachers on a one year temporary contract and decides after this year the fate of the teacher.

The intern visited four schools in the Lethbridge Roman Catholic School System and unfortunately time restrictions did not permit more comprehensive interviews with the four principals concerned. However, the intern gathered some demographic data on each school visited and focused the discussions of the organizational structure of each school, programs and the utilization

of paraprofessionals. In essence, the administrative organization of these schools follow along the traditional lines while the programs are based on the Alberta curriculum with some special projects being notable exceptions. Paraprofessionals are used extensively and appear to be forming an integral part of the instructional process. The intern regrets that more time was not available to allow further study and observation of the Lethbridge R.C. Separate School District #9.

As an additional activity, the intern interviewed Mr. William Myer, Instrumental Music Consultant at the Calgary School Board. Mr. Myer and the intern discussed the organization and operation of the instrumental music program of the Calgary Public School Board. Mr. Myer explained that all junior and senior high schools in the system have band programs. (Approximately 60 schools). The instruments are provided free of charge to the students in Grade VII, while those in Grade VIII and IX are charged a nominal rate of $10.00 per annum, and those in senior high a nominal rate of $20.00 - $25.00 per annum. There are approximately 60 qualified instrumental teachers in the system, most of whom are graduates of either Saskatchewan or Alberta Schools of Music. The music program is given full academic credit and all instruction takes place during the normal school day.

As co-ordinator of the program, Mr. Myer is in a staff position and his major areas of responsibility are in personnel, budgeting

and co-ordination. He is directly responsible to the Supervisor of Music, a line position. The program, now in its 25th year, is an integral part of the junior and senior high school curriculum, and receives the wholehearted support of the School Board.

A fifteenth activity for the intern was his particpation in a three-day Community of Faith Workshop. The intern plans to work in a Catholic School District upon his return to Newfoundland and consequently was encouraged to attend this Workshop. The Workshop was conducted by a team of Religious Educators from Dubuque, Iowa, and followed a plan designed to teach how to create "a Christian educational community where human culture and knowledge enlightened and enlivened by faith, is shared in a spirit of freedom and love."

The process is too extensive to include in a report of this nature and the intern feels that the following outline of the workshop gives at least a broad overview of the process followed:

1. Objectives of the Workshop
2. Catholic Education -- Vision and Direction
3. There's a Hunger in the Land
4. The Uniqueness of the Catholic School (a simulation)
5. The Meaning of Community
6. Faith in Our Lives

7. Presuppositions for Faith Community
8. Community of Faith Self-Development Process (simulation continued)
9. Reflections on the Process
10. Exploration of Readiness
11. Alternatives to the Process
12. Dimensions of Faith Community
13. Readiness for Faith Community/Development
14. Essential Outcomes
15. Person of Faith (a process)
16. Service Dimension of Faith Community
17. Distinctiveness of Catholic Education

The intern found this "Community of Faith" Workshop to be most worthwhile in that he now has the techniques with which he can pass on the contents of same upon returning to Newfoundland.

Another interesting group of activities undertaken by the intern was a study of the Calgary Separate School Board Fine Arts Centre. This study included observation of the Centre's program, interviews with the Fine Arts Supervisor and the manager of the Fine Arts Centre and informal discussions with the staff. The Fine Arts Centre came about as the result of a five-year survey by the Board Supervisor of Fine Arts on music, art, and drama in the schools. The Centre is administered by a manager (paraprofessional) who is responsible for organizing the pattern of

instruction for the two music teachers, the two art teachers and the two drama teachers. She also co-ordinates the requests by schools for bookings at the Centre. There is also one teacher aide employed at the Centre and she assists with the art program. The Centre caters to students from E.C.S. to Grade VI and students are bussed in usually once a year from their respective schools. The students and their teachers are given motivational classes in music, art, and drama with a day-long schedule arranged as follows:

	Morning		Afternoon
	Session I	Session II	Session III
Group 1	Music	Art	Drama
Group 2	Art	Drama	Music
Group 3	Drama	Music	Art

FIGURE IV-1

The regular classroom teachers are expected to continue the program when they return to their respective schools. However, in the opinion of the teachers at the Centre, this is not usually done, and the one class given at the Fine Arts Centre is often the only one the students will receive each year.

The Centre is also designed to provide in-service for teachers and these sessions are held after school, in the evenings, and on weekends. A brochure outlining course offerings is sent to each school and interested teachers can phone in and register. The courses are all free of charge but no academic credit is given.

The intern had the opportunity to discuss the program informally with some of the teachers. It appears from reaction that many teachers have not accepted the idea of an annual class for students in music, art and drama. Also, it appears that most teachers do not provide any follow-up activities and thus the efforts of the teachers at the Centre are in vain. Further, it was felt that the similar program for credit offered by the Calgary Public School Board was a much more viable alternative.

The intern also observed a motivational art class and a motivational music class. It is the intern's opinion that these classes were reasonably well-conducted and were definitely motivational in nature. The regular class teacher explained to the intern that she was competent in art and able to provide follow-up in that area. However, she didn't know a note of music and felt inadequately prepared to conduct any follow-up. As for in-service follow-up for herself, she said it would be very difficult to find time.

The Manager of the Fine Arts Centre also explained that teachers could be given up to three weeks release time with substitutes for the purpose of attending in-service sessions at the Centre. As of yet there seems to be only a small core who appreciate what the Centre is doing. This is to be expected as this is only the second

year of operation.

The Centre also makes paid use of talented members of the community by hiring them to give in-service sessions on a part-time basis in such areas as ceramics, weaving, etc. Parents are also invited to take advantage of the in-service sessions.

It is planned to have the Fine Arts Centre continue in the hope of providing the necessary motivational lessons and related follow-up for both students and teachers.

It was agreed that specialists in the areas of music, drama, and art would be ideal, but barring the availability of such trained specialists, the classroom teacher must take up the slack and provide the programs for his students. The Board's role then is to provide the necessary in-service for the classroom teachers in order that they may fulfil this function.

The intern's seventeenth activity involved interviewing students who are active participants in work study programs. These are programs designed to prepare the weak academic students for employment by providing on-the-job training in the business and industrial community.

The students interviewed explained that the work-study program is normally divided into three-month sessions which are pursued over a three year period. During Year I the students spend the morning in school and the afternoon at the work station. Years II and III

see the student at the work station in the morning and at school in the afternoon. These students are paid at the rate of 25¢, 50¢ and 75¢ per hour, normally depending on which year they are in, but also depending on their evaluation reports. The students cited the greatest feature of the program as presenting possibilities for permanent employment. They lauded the co-operation from work stations and were high in their appreciation of their teachers' efforts. The students liked the program, thought it worthwhile and mentioned that it kept a lot of students from dropping out of school.

Jobs could be found in over 50 different places and these students collectively had worked in a hospital, bakery, taking care of children, as assistant to school janitors and in a window assembly plant. This program carries full credit towards a high school diploma.

An interview with the School Health Officer (Nurse) at St. Mary's Community School constituted an additional activity for the intern. The School Health Officer is employed by the City Board of Health and assigned to St. Mary's three days per week. Her responsibilities include vision and audio testing, immunizations, physical examination of Grade I students, dental inspections, and first-aid referrals. She also teaches health classes, nutrition

classes, and sex education classes (mostly at the request of teachers). Some other of her activities include visiting homes for medical reasons, and counselling students on problems related mainly to physical and mental health. The School Health Officer enjoys a good relationship with the elementary staff of the school and does not have close contact with the much larger junior and senior high staffs which she felt could utilize her services to much better advantage. Also, to her knowledge, there has been no adverse reaction from the Alberta Teachers' Association because of her teaching duties.

The intern interviewed students involved in cross-age grouping programs as another activity. Cross-age grouping programs involve older students working with younger students, sometimes in their own schools, but also in other schools in the district. In addition to helping students, the cross-age student is often called upon to assist teachers. Some typical duties of cross-age students include assisting younger children with their academic work, preparing bulletin boards, running off stencils, marking objective tests, helping with equipment, recording for files, and helping with house leagues. These programs carry full academic credit and as options are designed to provide opportunities for students to learn to prepare for possible future occupations.

Finally, during his two month stay in Calgary, the intern held a variety of interviews and informal discussions with school administrators and teachers in the Calgary Separate School District. The sessions with school administrators focused on such topics as school climate, styles of leadership, instructional and administrative organizational patterns, and teacher evaluation. Most sessions with teachers centered on programs related to their area of interest. In particular, the intern examined the music, French, physical education, and guidance programs in the schools visited. These activites proved to be of great value to the intern in that he was able to bridge the gap between theory and practice in educational administration, benefit from the experiences of the co-operating teachers and administrators, and, in that these sessions provided opportunities for personal and professional growth.

V

Conclusion

The primary objective of this internship was to study differentiated staffing and its components in relation to the literature on same. The intern felt that this objective was accomplished through his observation of and participation in the differentiated staffing programs currently in effect in the schools of the Calgary Separate School District #1. While it appears obvious that the systems studied do not totally follow the models outlined in the literature, there is a certain amount of homogeneity among all models, in that most utilize some form of flexible scheduling, differentiate professional and non-professional assignments, require extensive planning and in-service training, and are not significantly more costly than traditional programs. Further, it became evident to the intern that differentiated staffing cannot exist in a vacuum but must be an integral part of continuous progress, individualization of instruction and team teaching as they relate to a total instructional organization.

Finally, the intern feels that a broad exposure to the operation of schools and a school system in a totally different

educational environment was of personal benefit and helped him achieve the more general objectives of his internship. As a consequence, the internship represents a viable alternative as a route to the Master's Degree in Educational Administration, provided the necessary theoretical background can be obtained, and the practical application of this theory can be arranged.

APPENDIX A

BISHOP CARROLL HIGH SCHOOL

TIMETABLE FOR LARGE GROUPS

of

STUDENTS COPY

1974-1975

STUDENTS COPY

Student: _____ T.C. _____

#2	WEEK A MON.	WEEK A TUES.	WEEK A WED.	WEEK A THURS.	WEEK A FRI.	WEEK B MON.	WEEK B TUES.	WEEK B WED.	WEEK B THURS.	WEEK B FRI.
8:50	REGISTRATION					REGISTRATION				
9:00										
10:00										
10:30										
11:00										
11:30	LUNCH					LUNCH				
12:00	Social Science	English L. A.	Religious Studies	Modern Language	Fine Arts	Math.		Science	Pract. Arts	H.F.R.
Area Closed	English	Rel.St.	Mod. Lang.	F.A.	Math	Science		P. A.	H.F.R.	Soc. Sc.
12:30										
1:00										
1:30										
2:00										
2:50	T. C. - STUDENT MEETING					T. C. - STUDENT MEETING				
3:00	BOOK CHECK OUT					BOOK CHECK OUT				
3:00 - 4:00	INDIVIDUAL SUBJECT AREA ASSISTANCE					INDIVIDUAL SUBJECT AREA ASSISTANCE				
Evening										

APPENDIX B

BISHOP CARROLL HIGH SCHOOL

SAMPLE STUDENT TIMETABLE

TEACHER COPY

LARGE GROUP #4 NAME Jim Black TEACHER COPY T. C. Mr. George

	WEEK A					WEEK B				
	MON.	TUES.	WED.	THURS.	FRI.	MON.	TUES.	WED.	THURS.	FRI.
8:45	← REGISTRATION →					← REGISTRATION →				
9:00	Typing	Bio.	Typing	H.F.R.	Typing	Typing	Bio.	Typing	H.F.R.	Typing
9:30	Typing	Bio.	Typing	H.F.R.	Typing	Typing	Bio.	Typing	H.F.R.	Typing
10:00	Mod. L.	H.F.R.	H.F.R.	Math.	Math.	Mod. L.	H.F.R.	H.F.R.	Math.	Math.
10:30	Mod. L.	H.F.R.	H.F.R.	Math.	Math.	Mod. L.	H.F.R.	H.F.R.	Math.	Math.
11:00	← LUNCH →					← LUNCH →				
11:30	Eng.	Soc.	Eng.	Social	Math.	Eng.	Social	Eng.	Soc.	Math.
12:00	Eng.	Soc.	Eng.	Social	Math.	Eng.	Social	Eng.	Soc.	Math.
12:30	Eng.	Soc.	Eng.	Soc.	Math.	Eng.	Soc.	Eng.	Soc.	Math.
1:00	Soc. Science	Pract. Arts	Rel. Stud.	Science	Fine Arts	English L.A.	Soc.	Modern Language	Math.	H.F.R.
1:30	Drama	R.S.	Drama	R.S.	Mod.L.	Drama	R.S.	Drama	R.S.	Mod. L.
2:00	Drama	R.S.	Drama	R.S.	Mod.L.	Drama	R.S.	Drama	R.S.	Mod. L.
2:30	Drama	R.S.	Drama	R.S.	Mod.L.	Drama	R.S.	Drama	R.S.	Mod. L.
3:00	← CHECK OUT →					← CHECK OUT →				

APPENDIX C

BISHOP CARROLL HIGH SCHOOL

LARGE GROUP ORGANIZATION

LARGE GROUP ORGANIZATION: 1973-74

LARGE GROUP 1 - 4	WEEK A					WEEK B				
	MON.	TUES.	WED.	THURS.	FRI.	MON.	TUES.	WED.	THURS.	FRI.
8:45	← REGISTRATION →					← REGISTRATION →				
9:00										
9:30										
L.G.1 10:00	Social Science	Pract. Arts	Rel. Stud.	Science	Fine Arts	English L.A.		Modern Language	Math.	H.F.R.
10:30										
L.G.2 11:00	Social Science	Pract. Arts	Rel. Stud.	Science	Fine Arts	English		Modern Language	Math.	H.F.R.
11:30										
L.G.3 12:00	Social Science	Pract. Arts	Rel. Stud.	Science	Fine Arts	English		Modern Language	Math.	H.F.R.
12:30										
L.G.4 1:00	Social Science	Pract. Arts	Rel. Stud.	Science	Fine Arts	English		Modern Language	Math.	H.R.R.
1:30										
2:00										
2:30										
3:00	← CHECK OUT →					← CHECK OUT →				

APPENDIX D

BISHOP CARROLL HIGH SCHOOL

LUNCH ORGANIZATION

LUNCH ORGANIZATION: 1973 - 74

LARGE GROUP	WEEK A					WEEK B				
	MON.	TUES.	WED.	THURS.	FRI.	MON.	TUES.	WED.	THURS.	FRI.
8:45	← REGISTRATION →					← REGISTRATION →				
9:00										
9:30										
10:00										
10:30										
11:00	← LARGE GROUP # 4 →					← LARGE GROUP # 4 →				
11:30	← LARGE GROUP # 2 →					← LARGE GROUP # 2 →				
12:00	← LARGE GROUP # 1 →					← LARGE GROUP # 1 →				
12:30	← LARGE GROUP # 3 →					← LARGE GROUP # 3 →				
1:00										
1:30										
2:00										
2:30										
3:00	← CHECK OUT →					← CHECK OUT →				

APPENDIX E

BISHOP KIDD JUNIOR HIGH SCHOOL

TIME SCHEDULE

MONDAY WEDNESDAY FRIDAY

BISHOP KIDD JUNIOR HIGH SCHOOL

Mon. - Wed. - Fri.

Time Schedule - 1974-75

Instructional Time		
92 Min.	8:42	Warning Bell
	8:45-8:50	Teacher Advisor - A.M. check
	8:50- 9:13	Mod 1
	9:13-9:36	Mod 2 Period I
	9:36-9:59	Mod 3
	9:59-10:22	Mod 4
	10:22-10:26	A.M. break
92 Mim.	10:26-10:49	Mod 1
	10:49-11:12	Mod 2 Period II
	11:12-11:35	Mod 3
	11:35-11:58	Mod 4
NOON BREAK	11:58-12:20	Lunch
	12:20-12:55	Activities & Counselling/ Meetings - Curriculum
	12:50	Warning Bell
15 MIN.	12:55-1:00	Teacher Advisor P.M. check
	1:00-1:15	Teacher Advisor Period
	1:15-1:41	Mod 1
	1:41-2:07	Mod 2 Period III
	2:07-2:11	P.M. break
	2:11-2:37	Mod 3
104 MIN.	2:37-3:03	Mod 4
	3:03	Student Dismissal
	3:03-4:00	Teacher Advisor - Groups
303 MIN.		Counselling Student Activities Curriculum Development Staff Meetings

APPENDIX F

BISHOP KIDD JUNIOR HIGH SCHOOL

TIME SCHEDULE

TUESDAY THURSDAY

BISHOP KIDD JUNIOR HIGH SCHOOL

Tues. - Thurs.

Time Schedule - 1974-75

Instructional Time		
	8:42	Warning Bell
	8:45-8:50	Teacher Advisor A.M. check
46 MIN.	8:50-9:36	Period One
46 MIN.	9:36-10:22	Period Two
	10:22-10:26	A. M. Break
46 MIN.	10:26-11:12	Period Three
46 MIN.	11:12-11:58	Period Four
NOON	11:58-12:20	Lunch
Break	12:20-12:55	Activities, Counselling, Curriculum Meetings
	12:50	Warning Bell
	12:55- 1:00	Teacher Advisor P.M. check
30 MIN.	1:00-1:30	Period Five
30 MIN.	1:30-2:00	Period Six
	2:00-2:04	P. M. Break
30 MIN.	2:04- 2:34	Period Seven
30 MIN.	2:34-3:04	Period Eight
	3:04	Student Dismissal
	3:04-4:00	Teacher Advisor Groups Counselling Student Activities Curriculum Development Staff Meetings
304 Min.		

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APPENDIX G

BISHOP KIDD JUNIOR HIGH SCHOOL

TECHNOLOGY OF MAN

TIMETABLE

Bishop Kidd School Technology of Man Division Time Table

Grade Seven Period I

Monday

	BIC 1	BIC 2	BIC 3	BIC 4	Prep
Mod. 1	Math Pres. Rm 104 Huang	Sc. Projects & Activities Rm111 Cichon	Ind. St. Poon Res. Cen.	Ind. St. & Lab Res. Cen. Poon	Dube
2	Pres. Math Huang Rm. 104	Sc. Pro. & Act. Rm.111 Poon	Ind. St. Cichon Res. Cen.	Ind. St. & Lab Res. Cen. Cichon	Dube
3	Ind. St. Res. Cen. Huang	Ind. St. & Lab Res. Cen. Huang	Math Pres. Rm. 104 Poon	Sc. Projects & Activities Rm. 111 Cichon	Dube
4	Ind. St. Res. Cichon	Ind. St. & Lab Res. Cen. Cichon	Math Pres. Rm.104 Poon	Sc. Proj. & Activities Rm.111 Huang	Dube

Wednesday

Mod. 1	Math. Lab Rm.111 Huang	Sc. Pres. Rm.104 Cichon	Ind. St.Poon Res. Cen.	Ind. St. & Lab Res. Cen. Poon	Dube
2	Ind. St. Res. Cen. Huang	Sc. Pres. Rm.104 Cichon	Math Lab. Rm.111 Poon	Ind. St. & Lab. Res. Cen. Huang	Dube
3	SGID.1 Math Review Rm.111 Huang SGID 2 Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Cen. Dube	SGID 1 Math Review Rm.105 Poon SGID 2 Ind. St. Res. Cen. Dube	Sc. Pres. Rm.104 Cichon	NIL

4	SGID 1 Ind. St. Res. Cen. Dube SGID 2 Math Review Rm.111 Huang	Ind. St. & Lab Res. Cen. Dube	SGID 1 Ind.St. Res. Cen. Dube SGID 2 Math. Review Rm. 105 Poon	Sc. Pres. Rm. 104 Cichon	NIL

Friday

Mod 1	Math Pres. Room 104 Huang	Sc. Pro. & Act. Rm.111 Poon	Ind. St. Res. Cen. Cichon	Ind. St. & Lab Res. Cen. Cichon	Dube
2	Math Lab. Rm.111 Huang	Sc. Pres. Rm. 104 Cichon	Ind. St. Res. Cen. Poon	Ind. St. & Lab Res. Centre Poon	Dube
3	Ind. St. Res. Centre Cichon	Ind. St. & Lab Cichon Res. Cen.	Math Pres. Rm.104 Poon	Sc. Projects & Activities Rm.111 Huang	Dube
4	Ind. St. Res. Centre Huang	Ind. St. & Lab. Res. Centre Huang	Math Lab. Rm.111 Poon	Science Pres. Rm.104 Cichon	Dube

Grade Eight Period III

Monday

Mod 1	Math Pres. Rm. 104 Poon	Sc. Projects & Activities Rm.111 Dube	Ind. St. Res. Cen. Huang	Ind. St. Res. Cen. Huang	Cichon
2	Math Pres. Rm. 104 Poon	Sc. Projects & Activities Rm. 111 Huang	Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Cen. Dube	Cichon

3	Ind. St. Res. Cen. Poon	Ind. St. & Lab Res. Cen. Poon	Math Pres. Rm.104 Huang	Sc. Projects & Activites Rm.111 Dube	Cichon
4	Ind. St. Dube Res. Cen.	Ind. St. & Lab Res. Cen. Dube	Math Pres. Rm.104 Huang	Sc. Pro. & Act. Rm.111 Poon	Cichon
		Wednesday			
Mod 1	Math Lab. Rm.111 Poon	Sc. Pres. Rm.104 Dube	Ind. St. Huang Res. Centre	Ind. St.& Lab Res. Cen. Huang	Cichon
2	Ind. St. Poon Res. Cen.	Sc. Pres. Dube Rm. 104	Math Lab Rm. 111 Huang	Ind. St. & Lab Res. Cen. Poon	Cichon
3	SGID 1 Math Review Rm.105 Poon SGID 2 Ind. St. Res. Cen. Cichon	In. St. & Lab Res. Centre Cichon	SGID 1 Math Review Rm.111 Huang SGID 2 Ind. St. Res. Cen. Cichon	Science Pres. Rm.104 Dube	Nil
4	SGID 1 Ind. St. Res. Cen. Cichon SGID 2 Math Review Rm. 105 Poon	Ind. St.& Lab Res. Cen. Cichon	SGID 1 Ind. St. Res. Cen. Cichon SGID 2 Math Review Rm.111 Huang	Science Pres. Rm. 104 Dube	NIL
		Friday			
Mod. 1	Math Pres. Rm. 104 Poon	Sc. Projects & Activities Rm.111 Huang	Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Cen. Dube	Cichon
2	Math Lab. Rm. 111 Poon	Sc. Pres. Rm.104 Dube	Ind. St. Res. Cen. Huang	Ind. St. & Lab Res. Cen. Huang	Cichon

3	Ind. St. Res. Cen. Dube	Ind. St. & Lab. Res. Cen. Dube	Math Pres. Rm.104 Huang	Sc. Projects & Activities Rm.111 Poon	Cichon
4	Ind. St. Res. Cen. Poon	Ind. St. & Lab Res. Cen. Poon	Math Lab Rm.111 Huang	Science Pres. Rm.104 Dube	Cichon

Grade Nine Period II

Monday

Mod 1	Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Cent. Dube	Math Pres. Rm.104 Poon	Sc. Projects & Activities Rm.111 Cichon	Huang
2	Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Cen. Dube	Math Pres. Rm.104 Poon	Sc. Projects & Activities Rm.111 Cichon	Huang
3	Math Pres. Rm.104 Huang	Sc. Projects & Activities Rm.111 Dube	Ind. St. Res. Cen. Cichon	Ind. St. & Lab Res. Cen. Cichon	Poon
4	Math Pres. Rm. 104 Huang	Science Projects & Activities Rm. 111 Dube	Ind. St. Res. Cen. Poon	Ind. St. & Lab Res. Cen. Poon	Cichon

Wednesday

Mod 1	Guidance Rm. 111 Dube	Sc. Pres. Rm. 104 Cichon	Ind. St. Res. Cen. Poon	Ind. St. & Lab Res. Cen. Poon	Huang
2	Ind. St. Res. Cen. Huang	Science Pres. Rm. 104 Cichon	Guidance Rm. 111 Dube	Ind. St. & Lab Huang Res. Cen.	Poon
3	SGID 1 Math Review Rm.111 Huang SGID 2 Ind. St. Res. Cen. Cichon	Ind. St. & Lab. Res. Cen. Cichon	SGID 1 Math Review Rm.105 Poon SGID 2 Ind. St. Res. Cen. Cichon	Sc. Pres. Rm. 104 Dube	NIL

4	SGID 1 Ind. St. Res. Cen. Cichon SGID 2 Math Review Rm.111 Huang	Ind. St. & Lab Res. Cen. Cichon	SGID 1 Ind. St. Res. Cen. Cichon SGID 2 Math Review Rm.105 Poon	Science Pres. Rm. 104 Dube	NIL

Friday

Mod 1	Math Pres. Rm. 104 Huang	Guidance Dube Rm. 111	Ind. St. Res. Cen. Cichon	Ind. St. & Lab Res. Cen. Cichon	Poon
2	Math Lab Rm. 111 Huang	Science Pres. Rm. 104 Cichon	Ind. St. Res. Cen. Dube	Ind. St. & Lab Res. Centre Dube	Poon
3	Ind. St. Res. Cen. Cichon	Ind. St. & Lab Res. Centre Cichon	Math Pres. Rm. 104 Poon	Guidance Dube Rm. 111	Huang
4	Ind. St. Res. Centre Huang	Ind. St. & Lab Res. Centre Huang	Math Lab Rm.111 Poon	Science Pres. Rm.104 Dube	Cichon

APPENDIX H

JOB DESCRIPTION

COUNSELLING CO-ORDINATOR

Counselling Co-ordinator

The Counselling Co-ordinator is directly responsible to the Principal.

He shall:

1. Be responsible for the development of the pupil-personnel program.

2. Assist the Principal and Vice-Principal in the development of Parent-Faculty programs and Student-Faculty programs.

3. Co-ordinate the orientation program to facilitiate entry of Grade Vll students into Bishop Kidd Jr. High School.

4. Co-ordinate community-learning activities.

5. Be available to counsel or consult with students, faculty, staff or parents on matters relating to personal adjustment or communication problems within the school.

6. Assist the Vice-Principal in the identification and evaluation of possible suspension cases.

7. Assist Teacher-Advisors re student counselling.

8. Co-ordinate the pupil personnel program including scholarships, counselling, testing, attendance and health services.

9. Co-ordinate the registration and programming of all students.

10. Co-ordinate the maintenance of student records.

11. Co-ordinate the representation of the school in contacts with outside agencies.

12. Act as a Counsellor and Consultant to faculty, staff, public and students on matters relating to personal adjustment or communication problems.

13. Assist the Principal in:
    a) Curriculum Development
    b) Innovative projects
    c) Research
    d) Policy Development
    e) Evaluation procedures
    f) In-service Development
    g) Co-ordinating duties of Teacher-Advisors

14. Develop special discussion groups for attendance, discipline and personal adjustment problems.

15. Co-ordinate activities re: parent volunteers, student-teachers, student aides, and social work volunteers.

16. Attend all faculty and co-ordinator meetings established by the Principal.

17. Report to the Principal once a week re: duties pertaining to his office.

18. Assume other duties and responsibilities assigned by the Principal.

APPENDIX I

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PROFESSIONAL COUNSELLOR

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PROFESSIONAL COUNSELLOR

1. They shall provide counselling services to students (and guidance where required) to assist them to achieve their educational goals in a more positive way.

2. They shall ensure that there be immediately available to all students - a professional counselling service to deal with emotional and psychological problems as they arise.

3. They will generally deal with problems in a developmental framework, with extra-school services available on referral basis to provide therapy beyond the counsellor's jurisdiction.

4. They will normally sit in an advisory position with teacher-consultants in facilitating learning and will be directly responsible to the Personnel Director.

5. They are responsible for general testing, analysis and interpretation of standardized tests and inventories to students and their teacher-consultants.

6. They are responsible for developing a resource centre of pertinent and current guidance information and techniques for use by teacher-consultants and professional counsellors.

7. They will assist in developing a resource centre with up-to-date vocational and educational information for use by teacher-consultants, professional counsellors and students.

8. They are responsible for establishing a liaison with post-secondary institutions of learning and will assist with establishing a liaison with employers in industry.

9. They are responsible for studying student needs and how effectively school services and activities are meeting them.

10. They are responsible for co-operating in all the guidance services within the school and to act as consultants to teacher-consultants.

11. They are responsible for referring students to various agencies and resource people when desirable and to work with these same people.

12. They are expected to co-ordinate the orientation program to facilitate entry of Grade IX students into Bishop Carroll High School.

13. They are expected to assist in the co-ordination of community-learning activities.

14. They are expected to be available to counsel or consult with Faculty, staff or parents on matters relating to personal adjustment or communication problems within the school.

15. They are expected to assist the Personnel Director in the identification and evaluation of possible suspension cases.

16. They are expected to assist the Personnel Director in preparing a monthly report to the principal.

APPENDIX J

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PRINCIPAL

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PRINCIPAL

1. He shall be directly responsible to the Superintendent and his Administrative Staff for carrying out the policies of the district, the rules and regulations of the Board of Trustees, the rules and regulations of the Department of Education, the Alberta Teachers' Code of Ethics, and the laws of Alberta.

2. He shall be responsible for the general control and supervision of all school operations.

3. He shall supervise all school personnel.

4. He shall supervise the program of instruction.

5. He shall be responsible for Faculty Visitation and Evaluation.

6. He shall delegate certain responsibilities and authority as needed.

7. He shall work with area teams in assisting them in improvement of instruction.

8. He shall be present at as many extra-curricular activities as possible.

9. He shall prepare an annual report for the school.

APPENDIX K

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

VICE-PRINCIPAL

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

VICE-PRINCIPAL

1. He shall be directly responsible to the Principal.

2. He shall be the responsible administrator of the school in the absence of the Principal.

3. He shall handle severe discipline referrals from Teacher-Consultants and co-ordinate the activities of the Directed Study Centre.

4. He shall be responsible for co-ordinating all staff personnel.

5. He shall co-ordinate the development of master schedules and the programming and registration of students.

6. He shall have responsibility for assisting with curriculum development and improvement of instruction.

7. He shall be present at as many extra-curricular activities as possible.

8. He shall submit a monthly report to the Principal.

APPENDIX L

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

ACTIVITIES AND EXTERNAL RELATIONS DIRECTOR

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

ACTIVITIES AND EXTERNAL RELATIONS DIRECTOR

1. He shall be directly responsible to the Principal.

2. He shall, in consultation with one of the other administrators, in the absence of the Principal and Vice-Principal, be responsible for emergency action on decisions which are those of the Principal.

3. He shall be responsible for all student and staff extra-curricular activities such as:
   a) Student government
   b) Athletics
   c) School store
   d) Assemblies
   e) Commencement exercises
   f) Club activities
   g) Student publications
   h) Staff socials
   i) etc.

4. He shall be responsible for the assignment of staff to co-ordinate all student activities. (i.e. Coaches, sponsors, directors, etc.).

5. He shall be responsible for the assignment of faculty supervisors at all student activities.

6. He shall be responsible for the extra-curricular master calendar.

7. He shall be responsible for the planning and follow-up required for community learning activities.

8. He shall co-ordinate the use of school facilities for school extra-curricular activities, community groups, and other organizations or individuals who wish to book areas of the building.

9. He shall co-ordinate the fiscal policies of the extra-curricular organizations and the student body.

10. He shall co-ordinate all arrangements for visitors.

11. He shall be responsible for the school's two-way public relations program.

12. He shall be responsible for the Daily Bulletin.

13. He shall be responsible for the reporting on and treatment of student accidents.

14. He shall work with the Health, Fitness and Recreation team in assisting them in the improvement of instruction.

15. He shall be present at as many extra-curricular activities as possible.

16. He shall submit a monthly report to the Principal.

APPENDIX M

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PERSONNEL DIRECTOR

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

PERSONNEL DIRECTOR

1. He shall be directly responsible to the Principal.

2. He shall, in the absence of the Principal and Vice-Principal, in consultation with one of the other administrators, be responsible for emergency action on decisions which are those of the Principal.

3. He shall co-ordinate the duties of the professional counsellors.

4. He shall co-ordinate the student personnel program, including record keeping procedures with the school system and Department of Education.

5. He shall assist professional counsellors in the counselling of students as requested by students and counsellors.

6. He shall handle severe discipline referrals from Teacher-Consultants.

7. He shall be responsible for co-ordinating support staff personnel.

8. He shall be present at as many extra-curricular activities as possible.

9. He shall be responsible for the planning and follow-up required for community learning activities.

10. He shall submit a monthly report to the Principal.

APPENDIX N

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

BUSINESS MANAGER

BISHOP CARROLL HIGH SCHOOL

JOB DESCRIPTION

BUSINESS MANAGER

1. He shall be directly responsible to the Vice-Principal.

2. He shall be responsible for the finance and business management of the school.

3. He shall supervise the custodial and maintenance staff, general services staff, and general office staff.

4. He shall correlate all transportation requests and supervise daily transportation of students.

5. He shall conduct the necessary emergency drills during the year.

6. He shall co-ordinate the use of school facilities for school extra-curricular activities, community groups, and other organizations or individuals who wish to book areas of the building.

7. He shall submit a monthly report to the Principal.

APPENDIX O

ALBERTA TEACHERS' ASSOCIATION CURRENT SPECIFIC POLICY AND DIRECTIVES FOR ACTION ON TEACHERS' AIDES

TEACHERS' AIDES

A. CURRENT SPECIFIC POLICY

A1. BE IT RESOLVED, that the Alberta Teachers' Association advocate that teachers determine the number and type and function of teachers' aides to be employed in schools. (1970)

A2. BE IT RESOLVED, that The Alberta Teachers' Association recognize that non-certificated personnel may become involved in instructional activities, as resource people provided that: (a) the person has a relevant area of expertise, (b) the involvement is on a short-term basis, (c) the activity is planned, organized, supervised, and evaluated by a certificated teacher. (1967/70/73)

A3. BE IT RESOLVED, that The Alberta Teachers' Association advocate that -

(1) the term "teachers' aides" be used to designate non-certificated personnel of all kinds who directly assist individual teachers or groups of teachers in achieving educational objectives;

(2) specific functions and duties of teachers' aides not be defined by statute or departmental regulation;

(3) the employment of teachers' aides be opposed while classroom-teacher ratios are in excess of 25 pupils. (1971/73)

A4. BE IT RESOLVED, that The Alberta Teachers' Association advocate that auxiliary personnel in school libraries in Alberta perform only such duties as are assigned to them by the teacher-librarian. (1973)

B. DIRECTIVES FOR ACTION

B1. BE IT RESOLVED, that The Alberta Teachers' Association take action to ensure that teachers' aides do not: (a) diagnose educational needs of students, (b) prescribe remediation; (c) carry any instructional responsibility, (d) evaluate the results of instruction. (1973/74)

B2. BE IT RESOLVED, that the Association oppose the employment of teachers' aides when such employment may effect a reduction of certificated staff.

(1973/74)

APPENDIX P

ALBERTA TEACHERS' ASSOCIATION
LONG RANGE POLICY ON
TEACHERS' AIDES

TEACHERS' AIDES

LONG RANGE POLICY

A1. The purpose of teachers' aides is to enable teachers to extend their professional service, thus facilitating the education program.

A2. A teacher has certain responsibilities such as (a) diagnosing learning needs of students, (b) prescribing educational programs for students in accordance with those needs, (c) implementing educational programs, (d) evaluating the results of the educational process no part of which the teacher can neglect or ethically delegate to any teachers' aides. (1973)

A3. The placement of teachers' aides in a school must be at the request of the teachers in the school. (1973/74)

A4. Teachers' aides are responsible to teachers to whom they are assigned for all actions relating to students. (1973)

A5. Deployment and assignment of duties of teachers' aides is the responsibility of the teachers in the school. (1973)

A6. The assignment of a teachers' aide must have the approval of the teacher to whom the aide is assigned and such teacher shall determine the aide's specific duties. (1973)

A7. Permitting teachers' aides to assume any professional responsibilities of teachers is educationally unsound. (1973)

APPENDIX Q

CALGARY SEPARATE SCHOOL DISTRICT #1

DIVISION OF INSTRUCTION

CHANNELS OF COMMUNICATION

GUIDANCE CONSULTANT, HOME VISITING

TEACHER, READING CLINICIAN, SOCIAL WORKER

AND SPEECH PATHOLOGIST

DIVISION OF INSTRUCTION

CHANNELS OF COMMUNICATION

GUIDANCE CONSULTANT, HOME VISITING TEACHER
READING CLINICIAN, SOCIAL WORKER AND SPEECH PATHOLOGIST

APPROVED: Superintendent of Schools
October 1968

REVISED: January 1974

APPENDIX R

CALGARY CATHOLIC SCHOOLS

DIVISION OF INSTRUCTION

DESCRIPTION OF POSITION

GUIDANCE CONSULTANT

CALGARY CATHOLIC SCHOOLS

DIVISION OF INSTRUCTION

DESCRIPTION OF POSITION

GUIDANCE CONSULTANT

Qualifications

a. Professional Training

Minimum professional training requirements include a graduate degree in educational psychology or equivalent and a valid professional teaching certificate for Alberta.

b. Professional Experience

Minimum professional experience to include three years' teaching and/or counselling experience.

Salary

In accordance with the salary agreement negotiated annually by the Alberta Teachers' Association.

Function

The basic function of the Guidance Consultant is to provide on a consultative basis the services of a school psychologist.

Authority

The position, Guidance Consultant, is a staff position and does not possess line authority over principals or teachers. The Guidance Consultant is directly responsible to the Co-ordinator, Pupil Personnel Services.

General Duties

The Guidance Consultant shall:

1. initiate and maintain communication with principals of schools assigned by the Co-ordinator, Pupil Personnel Services.

2. prepare written reports on all consultations with students referred by the Co-ordinator, Pupil Personnel Services or principals.

3. participate in in-service and professional development programs.

4. initiate and follow-up referrals to appropriate agencies.

5. make home visits when necessary to prepare social histories, to initiate constructive changes in the home environment and to conduct liaison between the home and school.

6. undertake related duties assigned by the Co-ordinator, Pupil Personnel Services.

Specific Duties

The Guidance Consultant shall:

1. establish contact with principals of assigned schools early in the school year.

2. attend initial staff meetings in assigned schools and at these meetings shall:

   a. outline the role of Pupil-Personnel Services.

   b. explain his general orientation to developmental, adjustment, educational problems faced by children.

   c. indicate sociological factors which may influence children in a particular area or school.

   d. indicate appropriate lines of communication for referrals.

   e. explain familiar psychological terms and relate abstract dimensions of cognitive functioning to classroom or concrete problem situations.

   f. explain how school reports to be submitted to the Alberta Guidance Clinic should be completed.

   g. explain professional use of test information and outline the district's testing program and value of cumulative record cards.

3. prepare written reports necessary for future reference to be filed appropriately.

4. assist in the organization and planning of meaningful in-service programs. This will occasionally mean direct involvement in such programs as an active participant.

5. attend regular consultants' meetings with the Co-ordinator, Pupil Personnel Services.

6. arrange referrals of students or parents to appropriate agencies, e.g. Provincial Guidance Clinic, Catholic Family Service, Children's Aid, etc.

7. assist in research projects which evaluate consultative effectiveness with cases referred and to participate in other duties as assigned by the Co-ordinator, Pupil Personnel Services.

APPROVED: Superintendent of Schools
October 1968

REVISED: January 1974

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