NETWORK NEWS
Urban Principals
Ford Foundation City High School Recognition Program

Autumn 1985

STAFF DEVELOPMENT

Although the formal program activities of the Ford Foundation City High School Recognition Program ended in 1984, the Foundation gave a grant to the Academy for Educational Development to support a number of networking and monitoring activities with the principals of the 292 urban high schools which participated in the Program. This group of principals was seen as unique in terms of what they had accomplished with their high schools, what their professional needs were and, more importantly, what they could offer to each other and the larger education community.

With this issue, Urban Principals Network News begins its second year of publication. It is designed as a vehicle for urban principals, and increasingly draws upon their knowledge and expertise, with additional features from other practitioners concerned with urban education. It reflects current thinking and doing among school people. Principals contribute articles, and even the artwork is solicited from high schools around the country. The purpose of this newsletter is to keep urban educators informed about topics of importance to school improvement. Each issue is focused on a theme relevant to the city high school. Past issues have been devoted to linkages, school climate, fundraising, and school-business partnerships.

This issue is devoted to staff development. Featured are the Schenley Teacher Center in Pittsburgh and the New York City Teacher Center, both with innovative and exciting approaches to staff development. Also included is an announcement of a new publication, Teacher Development in Schools, which analyzes 20 years of work in teacher development. See page 19 for a special offer.

We hope that Urban Principals Network News provides the perspective and information needed by urban educators to continue the difficult task of providing a fulfilling education to all students.

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ONE SCHOOL DISTRICT'S APPROACH TO EXCELLENCE
Made in Pittsburgh

Judy A. Johnston, Director
Schenley High School Teacher Center

William E. Bickel, Senior Scientist
LRDC, University of Pittsburgh

Background: An Overview

In 1981, two years before the publication of A Nation at Risk, the Pittsburgh Board of Education identified staff development and evaluation as a major priority in its comprehensive school improvement effort. Because many teachers are veterans with more than 15 years experience in the classroom and frequently have not been able to stay updated with changes in their field, there was a need for renewal and fine-tuning. As importantly, in the view of the Board, there was the need to improve both student achievement and the student retention rate.

In 1982, the Pittsburgh Public School District received a $120,000 planning grant from the Ford Foundation to begin to develop a comprehensive staff development program for secondary teachers. This program was called the Schenley High School Teacher Center. The planning effort was characterized by extensive teacher involvement. Some 200 secondary teachers and others met in 15 different working groups to define program goals and recommend concrete ways to meet these goals.

In addition, the planning effort was visibly supported by district leadership. Richard C. Wallace, Jr., Superintendent, was an active participant and role model for other educators in the district.

After a year and a half of intensive planning, the Teacher Center opened with its innovative staff development program. Each quarter, 48 teachers from all high schools in the district take part in the eight week cycle at Schenley, a comprehensive, integrated high school for more than 1,000 students who may enroll in the standard program or one of three magnet programs: Health Careers, High Technology and International Studies.

Objectives

Originally, the objectives for the Center experience focused on the three areas of instructional skill refinement, adolescent development and content area update. These objectives were based on a needs assessment administered in 1982 to all secondary teachers and on the district's goals for its 11 high schools. Today, as the Center enters its third year of operation, these objectives have been augmented by three others derived from teacher feedback from early cycles:

* To refine and expand teachers' instructional skills;
* To update teachers' knowledge in their specific content areas;
* To increase teachers' sensitivity to adolescents;
* To provide teachers with the opportunity for personal and professional enrichment;
* To apprise teachers of districtwide initiatives; and
* To enable teachers to follow through on individual and interactive plans for continued professional growth.

Program

Each visiting teacher goes through a three-phase process: orientation and self-assessment, direct involvement, and follow through. The first phase, orientation and self-assessment, occurs at the visiting teacher's home school. A Center staff member visits the incoming teacher and acquaints him with experiences available at the Center. The teacher, with his principal and other staff, completes a diagnostic summary sheet designed to communicate the specific needs of the teacher. This self-assessment, overlaid on the program's more global objectives, forms the basis for an individual teacher's eight-week plan.

The direct involvement phase occurs at the Center over an eight-week period and

incorporates five types of activities scheduled individually by teachers:

* Refinement of instructional skills
* Training seminars in school district initiatives
* Seminars on adolescent development
* Professional seminar with content area supervisor
* Personal enrichment

At the end of the eight week experience, teachers review their goals and prepare for the third phase, follow through, and individualized and interactive plan for continued professional growth. At the home school, each returning teacher must participate in or conduct seminars, observe other teachers and give them feedback, and work on his/her own individual plan.

Process

Three groups of teachers are central to the program--the resident staff, visiting teachers and replacement teachers.

The resident staff is comprised of teachers chosen from applicants and recruits across the city. Their workload combines regular teaching duties with activities involving visiting teachers. For example, resident staff members may develop and teach seminars on a wide range of topics or serve as role models for parts of the instructional skills model. A third of the resident staff are clinical resident teachers who serve as "peer coaches" for the visiting teachers. They are directly responsible for planning with visiting teachers, observing them, taking anecdotal notes and conferring with them about their teaching. To fulfill these goals, resident teachers received special training prior to the Center's opening.

Visiting teachers are those who are participating in the eight-week Teacher Center Program. Each session the clinical resident teacher works with two visiting teachers. Visitors learn and practice new skills and techniques and receive feedback from the clinical resident teacher. Practice usually occurs in the classroom of the resident, but only after joint planning to insure continuity in instruction.

This collegial relationship between the clinical resident teacher and the visiting teacher is at the core of the program and forms a model that the district is beginning to replicate in other high schools.

While the visiting teachers are at the Center, replacement teachers take their place in the home schools. Replacement teachers, who were the first to take part in the Teacher Center Program, also continue to receive intensive training, particularly in the transition process.

Impact

In 1984, the Ford Foundation awarded the Pittsburgh Public Schools a five-year grant in excess of $450,000. This grant provides funding for major research activities, which include: documentation research, formative evaluation, and short- and long-range impact studies.

Each of these activities is interrelated and contributes significantly to the ongoing operation of the program. It is certainly not overstating a case to say that the Teacher Center is having an important impact on participating high school teachers, both visiting and resident. Moreover, data suggests that students are also being impacted in significant ways by this program.

Visiting teachers in end-of-cycle surveys indicate that, as a result of the program, they experience an increased effectiveness in instructional skills, an increased understanding of the adolescent, and a deeper awareness of the District's expectations for instruction. A common observation made by these same teachers concerns the value of teachers having the opportunity to step back from the rigors of daily classroom instruction and reflect on their professional experience in a collegial atmosphere.

The resident teachers at the Teacher Center, in particular the clinical resident teachers, indicate a greater awareness of themselves as professionals and a renewed commitment to teaching. "Teachers teaching teachers" is a very powerful concept and resource for improvement of secondary education.

Not surprisingly, the program has also affected the students who attend the

Schenley High School Teacher Center. Data collected both before and after the high-school was converted to a teacher center suggests that teachers now hold higher expectations for students, the halls are more orderly, teachers assign homework on a regular basis, and teachers care if students learn. Schoolwide gains on the California Achievement Test, although certainly not wholly attributable to the change from a regular high school to a teacher center, indicate that students perceive the school as a learning-oriented environment, one which seeks to promote their achievement.

Emerging Issues

With an innovation as complex as the Schenley High School Teacher Center, a number of issues have emerged which continue to be considered. Some of the most noteworthy issues involve basic philosophical differences in program direction, pragmatic and strategic decisions about how to reach objectives, and short- and long-term impact questions.

Clearly, the need to balance interacting elements of the Center innovation is one theme underlying program implementation thus far. Balance in three different respects has emerged as an important condition for the successful development of the program. First, there is the need to strike an appropriate balance among the major strands of program activity. Second, the individual needs and interests of visiting teachers must be balanced with the broad goals of the program. Finally, a balance must be struck between the teacher renewal efforts at Schenley and the need to run a healthy, complex, comprehensive high school. All three of these balancing requirements are significant, and some of the program adjustments made since the inception of the program can be understood as attempts to "strike a viable balance."

The second and more fundamental issue concerns the focus of change implicit in the original Center structure. To draw a too simplistic trichotomy, should the Center's focus of change be on the individual teacher, the high school organizations in the district, or the "process of secondary education?" Most certainly all three are important, but changing teachers' attitudes and behaviors seem to be the place to begin. Yet, as some visiting teachers have suggested, to expect a "renewed" teacher to return to the same home school or district conditions might be self-defeating. This issue is being addressed through follow through and principal participation and represents both a reaffirmation of the centrality of the teacher in any reform effort, and a recognition that the home school climate must also change if the teacher's progress is to be sustained.

An issue related to the competing visions of the Center's basic goals involves the changing organizational climate of the district as a whole, and how this may affect the direction of the SHSTC. During the past six years at the highest policy levels, there has been a general press for increased student performance, and concomitant interest in personnel accountability. The Board and administrative climate have been evidenced in many ways. Priorities have been established and programs have been developed (the SHSTC is just one example); these efforts have been designed to address in some way or another the central issues of improving student and personnel performance. Significant progress has been made. The important issue here for the SHSTC involves the degree to which its programs are viewed by teachers as professional support, based on teacher needs, or evaluation/accountability mechanisms.

The Center's staff has been remarkably able to communicate this important distinction, and once there, many of the visiting teachers have expressed strong appreciation for the professional/collegial atmosphere of the program.

Turning to operational and strategic issues, the Center started with some basic convictions about how the program should be implemented, and with a number of questions about whether these approaches could be effectively operationalized. Perhaps two of the most significant and unique program premises involved placing the Center in a fully operational high school, and the use of resident staff of that high school as key Center program personnel. Eight cycles into the program the evidence seems rather clear that both strategies seem to be working well. As evidence to support this assertion, one can cite rising student achievement, positive student attitudes and strong data from

clinical resident teachers and visiting teachers about the power and benefits of teachers teaching teachers.

Answers to impact questions are now being generated. Data gathered from visiting teachers completing a cycle's experience indicate that, for many, much has been accomplished at the individual level. Teachers in many instances report professional growth, especially in the areas of sharpening instructional skills, and in becoming more self-conscious of their own instructional behavior and their abilities to manage it. Further, the data indicate a strong trend among teachers that their experiences have increased their own sense of professionalism and commitment to the teaching profession. Clearly, these self reports are heartening; additional data currently being collected seems to validate these reports.

Planning Issues, Briefly Stated

Initial planning efforts will only succeed if they both are supported by district leadership and have a broad participatory base. For example, Schenley was developed over some eighteen months with input from over 200 high school teachers. The superintendent, Richard C. Wallace, Jr., attended all significant planning meetings and continues to meet regularly with program leadership.

Ongoing efforts require nurturing and maintenance. This is particularly true with regards to the resident staff which is now entering its third year. Resident staff are now "old hands" at observing and conferring with their visiting peers. Providing ways in which these teachers can revitalize themselves both within the profession and the Center becomes a central issue. Planners of efforts such as this one will want to keep their finger on the pulse, to speak, and actively participate in the development of career ladders for talented and skillful teachers who must come to understand that to advance professionally and remain in the classroom is not antithetical but paramount.

Central to the District's effort is the issue of follow-through, the continuation by visiting teachers of what they have learned back in their own home classrooms. Before the teacher leaves the Center and returns to the home school, he/she formulates a follow-through plan which is to be not only interactive with other colleagues at the home school but also individualized to specific needs. Principals and instructional chairs, acting as coaches, are engaged in facilitating the teacher's continued professional growth. The very scope of this phase requires that planners pay special attention to this issue; it can easily be mislaid in the myriad of concerns both administrators and teachers face daily. Moreover, this phase requires the cooperation of professionals from all levels in the District. Skillful and tactful handling of this process is a prerequisite.

Last, planners must bear in mind that innovations frequently cease to be innovations and, in fact, become enmeshed in the fabric of the larger district efforts. Maintaining the same level of support the innovation once enjoyed becomes a critical goals for program leadership. Innovations cannot exist in a vacuum, but they do need special treatment if the program they offers is to succeed.

The authors wish to acknowledge the editorial help of Judith Brant, Assistant Director, Schenley High School Teacher Center, and Patricia Crawford, Director of Information Services as well as the assistance of Paul LeMahiue, Director of Testing and Evaluation, Pittsburgh Public Schools.□

[For information on another Pittsburgh program, see page 9.]

TEACHER CENTER MODEL OF STAFF DEVELOPMENT

Creating New Roles for Teachers

Myrna Cooper, Director, New York City Teacher Center

OVERVIEW: The NYC Teacher Center and the Teacher Specialist

Much of the national current agenda intended to raise the quality of teaching suggests "outside-in" programs--solutions developed somewhere outside the teacher in the classroom and then expected to match their most urgent problems within it. In sharp contrast, the New York City Teacher Center Project supports the concept that change is most successful when the participant is a stakeholder who has been freely involved in all stages of staff development. The Teacher Center begins by assessing teacher needs and then plans and implements activities responsive to those needs in the most suitable environment (in class, on-site, workshop, individual consultation, etc.).

Central and critical to the work of the Teacher Center are teacher specialists. They are specially trained practitioners who provide assistance to individuals and groups of teachers who want to examine, develop or try out instructional strategies, classroom management procedures or curriculum approaches. Teacher specialists promote collegiality by creating settings for sharing exemplary teaching practices and by encouraging the examination of recurring problems of teaching and of the workplace. To accomplish their work, teacher specialists apply a variety of staff development methods, including consultation, demonstration, modeling, training, teaming and coaching.

Teacher specialists are drawn from the teaching ranks as a result of a rigorous selection process. It includes an appraisal of the applicant's record, peer and supervisors' references, a full-day written in-basket test, utilizing situations taken from the program's documentation, and finally, an oral interview conducted by the director and current staff. The process is designed to ascertain whether the candidate has not only an understanding of teaching and learning and the ability to assess colleagues' needs, but also the capacity and character suitable to a peer-driven staff development model.

Once selected, teacher specialists themselves become part of an ongoing training program designed to reflect the diversity of challenges they encounter within the particular role they fulfill. Specialists learn to focus on the implications of the research on teacher effectiveness, adult learning, change agents, and the sociology of schools. They also learn to identify and apply research methods, quality circles, and currently valid classroom-management techniques.

As a result of these and other related training experiences, teacher specialists are themselves constantly undergoing renewal and revitalization. Whenever possible, they are trained through the clinical/consultative professional development model they seek to use when working with teachers.

Specialists are proficient teachers. They can demonstrate a variety of techniques in real situations. In contrast to conventional forms of help from supervisors and evaluators, they do not seek out pre-planned performances but prefer to make themselves available for ongoing help and support in unorchestrated settings.

Even more significant, however, is the collegial aspect of the specialists' work. The specialists do not function as evaluators. Specialists build trust and openness. They know they must risk with the teachers in order to encourage experimentation and exploration. They must be available to model, demonstrate, offer technical assistance, resources and materials, and listen to concerns. They help the teachers adapt ideas to fit the regularities of their classrooms. They allow for teacher variation.

Finally, through their understanding of school culture and within the framework provided by the Center, they are able to build teachers' confidence and increase their sense of power, establishing networks of practitioners, knowledgeable about their work and capable of sharing it with others. ➤

Does the presence of such a person in school alter the role of the principal or other supervisors? Does it conflict with what they are doing? Actually, in most instances, teacher specialists increase the likelihood that the work of the school will be executed effectively, thus enhancing its reputation. Most administrators in the Project's schools have become our greatest supporters and advocates, gladly facilitating whenever possible (even personally covering classes so faculty members can participate in Center offerings). In fact, the Center has been "institutionalized" through support by a grant from the New York State Legislature (as part of a statewide initiative), participating community school districts, and the New York City Board of Education. Crucial to the success of this collaborative program has been the vigorous and unwaivering support of the United Federation of Teachers. In addition to its financial support, the UFT's participation lends a necessary dimension of credibility to the program. Because teachers trust the Union, which champions their needs and shares their risks, they view the Teacher Center as different from conventional teacher training, supervisory practices or management-initiated change efforts.

Ongoing Research and Implications for New Roles for Teachers

The New York City Teacher Center has always viewed research and development as an integral part of its operation. It has encouraged teacher specialists to engage in research and development activities. Moreover, the Center attempts to conduct studies which are not only relevant to the Center but have broader implications for other educators.

Current studies of the Center's work focus on the role and functions of the teacher specialist, providing insights so that other programs, proposed or in place, will understand the complex and sophisticated role of assistance personnel. We view this work as ground-breaking. A number of recent trends have contributed to this perception. First, recent reform reports encourage greater role variation in schools, thus relieving the "flatness" of the profession, rewarding outstanding performance, and establishing master or mentoring teacher functions. Second, assistance personnel, with varying titles--facilitator, consultant, advisor, change agent--are key figures in some 7,500 school improvement efforts throughout the United States. Third, significant attention is being paid to schemes for assessing teacher performance (including peer evaluation) and to designs for induction and internship.

The success of these innovations requires the introduction of new formal roles and a new division of labor within the bureaucratic organization. Knowledge about how such personnel can operate effectively may be crucial to the success of attempts to professionalize teaching, change practice and improve schools.

Analysis of data from specialists' accounts of their work and reflections on previous studies have produced some recurring themes which bring us closer to understanding the nature of the specialists' work and how they interact to foster professional growth and promote change in the workplace. The specialist recognizes that viewing teaching and learning as a student-based problem and generating the information necessary to confront the student's problem will not suffice to change teaching. To do that, in addition to considering student effects, one must view the problem through the teacher's eyes and constitute strategies for solution in terms of the teacher's perception of the problem. In contrast to classical or formal approaches to teacher development, the specialist does not espouse a single mode of solution for similar categories of problems or needs. They act on information which they have synthesized through observation and analysis of data gathered and developed in consultation with teachers. Teacher specialists recognize that work within the school system imposes its own set of pressures and priorities. They seek to respond to these pressures not by radicalizing teachers, but by offering options and strategies. They do not impose programs or packages. They respect the teacher's right to make informed decisions about practice.

Other recent research suggests that effective principal leadership creates effective schools. What is being suggested here is that a critical mass of effective teachers may fashion the image of effective leadership as well.□

LEARNING TO LEARN/THINKING SKILLS CONFERENCE

Robert A. Taft High School in Cincinnati, Orlando Henderson, principal, is participating in its third year of the School Improvement Program (SIP). The overall goal of SIP is to improve student achievement. Each year the California Achievement Test is administered to the students to measure their achievement.

In order to improve student achievement, a number of strategies have been developed. In 1985-86, they'll see the implementation of the Learning to Learn Program. Twenty academic teachers will receive intensive training on how to use the Learning to Learn strategies in each of their classrooms. The Program enables students to achieve better by involving them in classroom learning experiences that emphasize how to learn, the importance of learning and how to transfer learned techniques to any classroom or life situation.

On June 11, 12, and 13, seven teachers and administrators from Taft High School joined more than 600 other educators from sixteen different states in a Thinking Skills Conference at the Kings Island Inn. Eighteen nationally recognized speakers made presentations related to conceptual framework, curriculum design, scheduling strategies, instructional delivery and measurement of thinking skills.

The teaching of thinking skills is one of the goals of the Cincinnati Public Schools, to assure their students are taught to use all of their faculties to adapt to a rapidly changing society and to the wide variety of learning and work situations that they will encounter as they progress. The Conference was the beginning of a major effort that will be made in this direction for the 1985-86 school year.□

URBAN PRINCIPALS WORKSHOP AT '86 NASSP CONVENTION

The School Services Division of the Academy for Educational Development will sponsor a full day of workshops and seminars for members of the Urban Principals Network at the NASSP Convention in Orlando, Florida on Monday, February 17, 1986 as part of the continuing activities of the Ford Foundation City High School Recognition Program. This year the workshops will focus on Transitions: For Students and For Principals.

During the morning session Dr. Gayle Dorman, Director of Middle Grades Assessment Programs at the Center for Early Adolescence in Chapel Hill, North Carolina will address a concern voiced by many urban high School principals about the difficulty of providing a smooth transition for students as they move from middle school to high school. The morning session will also focus on the problems encountered when high schools and middle schools work together.

During the afternoon a panel of principals and assistant principals will discuss issues associated with leadership changes such as the special problems faced by newly assigned principals following a successful principal; ways in which principals can ease the transition for new assistant principals; and whether principals who are leaving can facilitate a smooth transition for their successors.

After the presentations, principals will divide into smaller seminar groups to have an opportunity to utilize their own experiences while exploring strategies for resolving issues raised during the day.

Please note February 17 on your calendar. We look forward to seeing you there.

ALLEGHENY CONFERENCE ON STAFF DEVELOPMENT

Jane C. Burger, Project Director
Allegheny Education Fund, Pittsburgh

Since its beginnings in 1943, the Allegheny Conference on Community Development has helped foster and develop a model of cooperation between Pittsburgh's private and public sectors.

In 1977, the Allegheny Conference moved to help insure the availability of quality public education in the area of establishing the Allegheny Conference Education Fund. In its role as broker between the public schools and local foundations, corporations and key resources, the Fund has increased community confidence in an urban school system and successfully channeled a limited pool of private dollars into a range of efforts to support the schools.

The Fund has created a number of programs designed to encourage a variety of staff development activities. Offering these unique opportunities for teachers, principals, counselors and other educators helps to improve the climate and learning in our schools. Each program has a myriad of goals, but underlying each is the concern for school improvement.

Counselors' programs have been designed to provide teachers, administrators and career guidance personnel with the knowledge and skills necessary to prepare students for the employment marketplace of the 1990s. New technologies, demographic shifts and the effect of our global economy have combined to present students, parents, and counselors with a new set of choices as they prepare for the future. The first in a long-range series of activities planned to meet those challenges was a three-part seminar series entitled "The Changing World of Academia and Work" which gave educators and community leaders several perspectives--local, national and global--on these changes. Counselors and teachers, acting as a team, will also spend five half-days visiting different growth industries in the area to talk with managers about their employment needs.

Mini-grants allow classroom teachers the opportunity to create and manage innovative projects that directly impact their students. Teachers at all grade levels and in every subject area compete for small grants averaging $400.00 each. The selected proposals are granted, given public recognition and must be completed within one year. Funders have seen that the program puts resources to work in the classroom, allowing students to gain from new knowledge and encouraging teachers to expand their professional strengths and interests. Teachers have frequently used their mini-grant projects for presentations at local inservice meetings, as well as regional and national conferences.

Principals' grants provide funds for school-wide projects designed and administered by principals with the help of a "team" of school personnel and community members. The program recognizes the crucial role principals play in the total well-being of a school in which they must serve both as system managers and instructional leaders. The principal and project team identify a special problem or opportunity confronting the school and develop a creative plan to deal with that issue.

Educator-in-Residence is an ongoing series of one-day residences by nationally prominent figures in the field of education started to involve community leaders in the discussion of critical issues facing public education. Speakers such as former U.S. Commissioner of Education Ernest Boyer have addressed the varied audiences. In addition to raising local consciousness, the series has educated Pittsburgh's foundation, education, and business leaders to educational issues.

Throughout this range of activities, the Allegheny Conference has taken a generalized view of training and staff development and our supporters agree that a variety of educators--principals, counselors, and teachers--have benefited from this approach. One of the Fund's primary goals is the establishment of community and district-run programs that make staff development an ongoing process. □

URBAN SCHOOL IMPROVEMENT: A PERSPECTIVE

Priscilla A. Kuehn, Principal
Juneau High School, Milwaukee

The Ford Foundation City High School Recognition Program has demonstrated its special value to urban schools during the several years of its existence. The Ford project funding provided for many innovations and some basic needs in urban schools. It also provided a chance for schools to reflect on past successes and plan for future achievement. In addition it gave urban schools positive notice, a somewhat rare situation in today's unusually critical world.

I am in a unique position to be aware of the different levels of help the Recognition Program has provided to the schools as I have been involved with the program as a principal of a grant winning high school, as a reader and evaluator of grant proposals for the second year schools, and as a follow-up site visitor during the third year. These experiences have given me a special perspective on the project.

During the spring of 1982 my school, Juneau High School, was one of the schools eligible to compete for the Recognition Award and then for the $20,000 grant. At that time we were developing our own system of competency testing in the areas of English, science, social studies and mathematics, as well as coordinated curriculum guides and materials. The lack of released time for teachers to discuss, create, and evaluate materials, and tests made this a slow process. With all of the activities and problems of a typical urban high school, we were generally not satisfied with our progress in these areas.

When we put together the information for the recognition award application, it gave us a renewed appreciation for the progress we had actually made. The day we had the site visit, was tremendous one for us as hearing what our parents and students felt about the school was a real lift.

When we received the Recognition Award and $20,000 we were elated as it gave us the chance to fund the release of our teachers to complete the competency materials. During the year of our grant, we were able to provide several all day workshops for all of the teachers in each of the competency departments as well as a related workshop for the entire faculty. Although we are always fine tuning our competency program, it is solidly in place and functioning, as a result of the teachers efforts during these workshops.

During the reading of the grant proposals for the next year, I realized that there were many other schools in a similar position to ours. They had many needs and ideas to solve the needs, but not enough money to carry out their ideas, especially where there were concerns about improvement of basic instruction and bringing computers and computer instruction, today's basics, to the urban student.

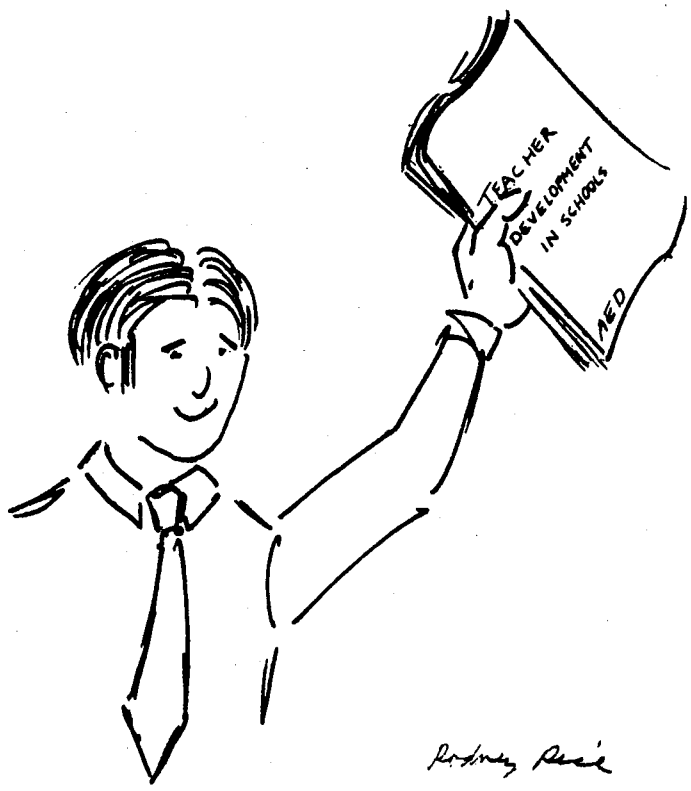
During the 1984-85 school year follow-up site visits were made to some of the schools from both years of the project. As part of the follow-up project, I visited nine schools in three different cities and saw programs in action making a difference in the lives of students. Often the success attained with the Ford grants had led to spin off projects and further successes. In some cases the recognition achieved by the schools helped the schools stave off budget cuts by the local school boards that would have crippled programs.

I also found that my site visit provided some of the benefits of the original visit to my school. Gathering staff, parents, and students together to discuss achievements again, gave the school a chance to reflect on past successes and energize for the future.

In the real world of an urban high school, of course not all projects were uniformly successful. Many schools were troubled by effects of transfer of key personnel, by teachers' strikes, occasional grievances, and problems created by dealing with large bureaucracies. Still

the majority of programs were successful and were making a difference in the lives of the students.

Daily we are faced with the challenge of providing a quality educational experience for the youth of the cities. We know that we must help our students be prepared to compete in a world in which the economic and social conditions in which they live do not give them an advantage. From my participation in the several facets of the Recognition Program I know that our city schools are not wastelands, that there are dedicated teachers and administrators, providing quality education, and that innovation, creativity, and caring are alive and well. I am pleased that the Ford Foundation is continuing its involvement with city schools through this newsletter and meetings at the NASSP conventions. Sharing frustrations and solutions can help us continue to deal with our problems. Certainly, the Ford Foundation has helped us in two ways, providing funds and perhaps, even more important, providing positive recognition. I am glad I have been part of this fine program.□



COMPUTERS: STAFF DEVELOPMENT AND PLANNING

In an April 1985 report sponsored by the National Commission for Employment Policy, Uses of Computers in Education by Education Turnkey Systems,, Inc. the issue of staff development was addressed. Their findings follow.

All experts who participated in this project agree that teacher training on effective techniques for using computers and related technology in the classroom will be critical to its long-term success in improving student performance. A second important factor is systematic planning which has occurred in only about one-quarter of the school districts which have implemented technology. In far too many instances, school districts have initially purchased microcomputers and used them in experimental modes. Only after the number of computers reaches a "critical mass" and problems surface do school policy makers realize the crucial need for staff training and systematic planning.

Most experts agree that staff development should be skill-based, addressing some of the key problems in the use of software. Inservice programs, conducted by experienced computer-using school staff, should be relied upon more heavily than programs conducted by teacher training institutions. While program accreditation and teacher certification may be appropriate long-range instruments, most experts believe that the process of creating such instruments will be lengthy and will lack necessary flexibility, thus constraining the effective use of technology in the classroom. An industry progressively assumes a leadership role in technology-based education and training; local firms using technology in their own training programs can assist school districts in their teacher training.

For more information on or copies of Uses of Computers in Education write National Commission for Employment Policy at 1522 K St., NW, Washington, D.C. 20005.

EFFECTIVE CLIMATE FOR MAXIMIZING STAFF DEVELOPMENT

Eva R. Rousseau, Principal
Dunbar High School, District of Columbia

During American Education Week, a radio talk-show host asked me to define my roles and responsibilities as principal. I responded that my role was instructional leader and a major responsibility was developing people to reach their maximum effectiveness.

Promoting acceptance of professional development has been a sensitive issue for educators especially since task force findings and survey results have revealed the nation is seriously concerned about the preparation, competence, and quality of teachers. Morale had reached a record low with teachers questioning accountability methods which seemingly charged them with the decline of test scores and non-mastery of basic skills. Yet teachers recognized there was new knowledge to be learned and the transmittal of new procedures and concepts had to be delivered through inservice training. The significant challenge then became how to stretch and help people grow or how to raise the bar of expectations without staff feeling as victims or hostages of an imposed, highly structured retraining program.

At Dunbar High School, the winning strategy has been to produce and maintain a climate wherein professional development is perceived as an opportunity for creative renewal during which teachers derive a sense of individual accomplishment and personal satisfaction.

The framework for implementation of staff development plans has been the creation of Dunbar Staff Success Stories. Teachers have been encouraged to examine curricula from award-winning secondary schools honored by Carnegie Institute and the U.S. Department of Education. The question put to teachers was, "What courses must our school offer to keep us academically competitive with quality schools?" Teachers identified courses which could be added, surveyed strengths within departments, researched criteria for certification, and took necessary courses. Another technique for determining areas in which teachers might want to reassess skills has been to bring back alumni who indicated subjects for which students had been more than adequately prepared and ones which needed modifications or serious improvement.

Following staff participation in the problem-solving and decision-making process, teachers were then encouraged to write proposals and apply for grants which would provide funding for training. Teachers surprised themselves by receiving amounts that ranged from $1,000 to $4,000. Staff members who did not receive financial support turned to businesses and universities in search of mentors through the establishment of partnership programs.

An excited staff was motivated to pursue advanced studies because they knew that upon course completion, their subject would be added to the curriculum and they would have an opportunity for immediate application of new concepts and technology. Equally as important, they would be considered staff experts with the responsibility for developing their peers and serving as consultants for intra- and inter-departmental projects. On-site facilitators also made it possible for workshops to be offered at the local school which often resulted in 75% - 100% staff participation.

The power of sincere praise should never be underestimated and has worked wonders as the unassertive, recalcitrant, or underdeveloped staff members have now added their names to the roster of teachers who are given the first ten-to-fifteen minutes of faculty meeting to share professional development success stories. They also search eagerly for their names in the instructional, local school, regional, or central office news bulletins, for Dunbar teachers know their accomplishments will always be in print.

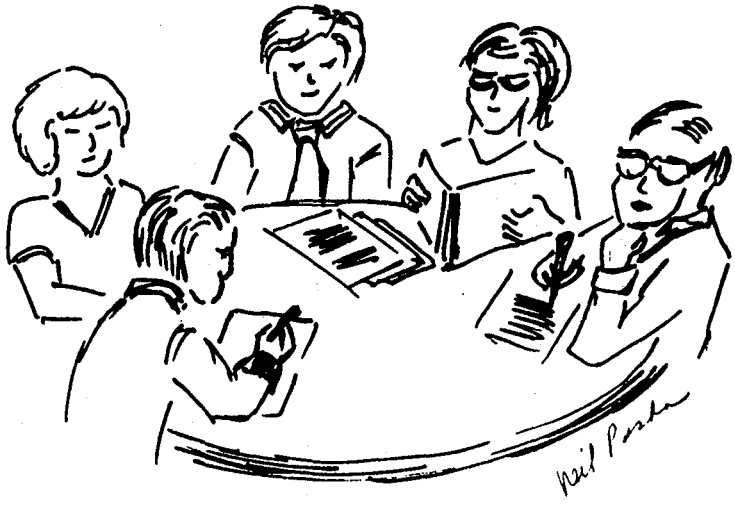
Every staff has several talented teachers who secretly desire to break out of a mold, take a risk, or attempt a

(Cont'd on Pg. 18)

CONDUCTING A STAFF RETREAT

Bessie D. McLemore, Principal
Fulton High School, Atlanta

The purpose of Fulton High School's first staff retreat, conducted in April 1983, was to study the school curriculum and propose changes and improvements. We knew that changes were needed because three major concerns loomed on the horizon. First, the state of Georgia was in the process of developing a Basic Skills Test which every senior, beginning in 1985, had to pass in order to receive a diploma. The majority of our students score below the national norm on standardized tests; therefore, the state-mandated test was a major concern. Second, the Atlanta Public Schools were preparing to standardize the Language Arts Curriculum in the fall of 1983. We knew this would present students with more stringent requirements, and we wanted to insure that our staff would fully understand the new curriculum. Finally, we wanted to keep up with the rapid developments in computer-assisted instruction. Since few of our students can afford home computers, we wanted to make certain that Fulton was doing as much as possible to prepare students for the age of technology.



Our hidden agenda for the retreat was to promote trust and cooperation among staff members. Fulton is departmentalized, and each department has its own workroom where teachers meet to plan and share ideas. Prior to the retreat, there was little communication between departments, and we didn't know if staff members really trusted each other. At the retreat, we wanted to work together in an isolated environment where teachers and department heads could get to know each other better. We decided to travel approximately sixty miles to a suburban motel with comfortable meeting and dining facilities.

Next we had to decide who would participate. We wanted to take as many teachers as possible, but our budget was limited. Fulton has a leadership team, the Program Improvement Council, which consists of the principal, assistant principals, registrar, librarian, school nurse, counselors, and all department heads. Since rates at the motel we selected were reasonable, we were able to take each PIC member along with one teacher from each department. They were expected to pay all their expenses including travel fees, two nights in the motel, and meals. After returning to Atlanta, each participant was reimbursed with a $150 stipend to cover costs.

We selected consultants carefully. A key consultant was Mrs. Regina Johnson, Language Arts Coordinator for the Atlanta Public Schools. We also asked for assistance from central and area office personnel as well as a curriculum expert from Georgia State University. All consultants were people with whom we expected to work closely in the future. As soon as the consultants were selected, they became involved in planning the retreat agenda.

Another concern was assessing our curriculum needs. We wanted input from the entire Fulton High family, so we circulated a needs assessment to staff, parents, students, and community members. The results of this questionnaire were tabulated and distributed to retreat participants. We used this data to plan the retreat agenda, and we culled innovative suggestions which were later implemented to improve curriculum.

We feel that our careful planning paid off because retreat activities transpired smoothly. Our weekend schedule was →

busy, but we found time to share meals and informal gatherings. Staff members were able to get to know each other better, and we had many opportunities to sit down and openly discuss concerns in a setting free from telephones, bells, and the many interruptions that occur during regular school meetings. Our "hidden" agenda was revealed shortly after discussions began when a staff member voiced his opinion that we needed to support each other if we were to make positive changes. Most participants agreed and suggested a number of ways to promote staff cohesiveness. Although we didn't agree on all issues, we learned to disagree constructively, and we reached consensus on a number of proposed curriculum improvements and strategies for implementation. Generally, the retreat resulted in improved staff morale and a greater commitment to working together to solve problems.

Funds from the Ford Foundation's City High School Recognition Program enabled us to hold the 1983 retreat, but we have endeavored since then to carry on similar activities without funding. Various departments have voluntarily joined to hold meetings both on and off the school campus. Staff members have elected to pay for many of these activities themselves, and private homes as well as public meeting sites have been used. We continue to address many of the same concerns discussed at our staff retreat, but we are now better mobilized and more confident as we identify concerns and work to achieve goals.

We are very proud that after much hard work all members of our 1985 graduating class passed the Georgia Basic Skills Test, our top priority goal since 1983. The standardized Language Arts Curriculum was well received by the Fulton family, and other departments have used it as a model to upgrade their curriculums. We now have a new computer laboratory in which we are piloting a language arts course stressing the teaching of writing and programming. Most important, our staff is committed to building a strong academic program and mutually supportive of each other. The staff retreat enabled us to build a broader base of faculty leadership and initiate positive changes which are ongoing. □

STAFF STATS

* Staff development in the U.S. costs $2 billion annually, about $1,000-1,700 per teacher.
* In less than four years, the nationwide supply of teachers will meet only 80% of the demand.
* Between 1970 and 1982, the percentage of college freshmen who indicated interest in teaching dropped from 20% to 5%.
* The average combined SAT scores for high school seniors intending to be education majors was 812, substantially lower than the national average of 893.
* Between 1980 and 1984, the percentage of parents who said they would like a child of theirs to go on to teach dropped from 75% to 45%.
* A North Carolina study showed that two thirds of those who scored in the top 10 percent on the NTE left teaching within seven years.
* The average 1984-85 salary for teachers was $15,344, significantly lower than the average starting salaries for other beginning professionals with college degrees.
* In the past decade, there has been a 53 percent decline in the number of graduates of teacher education programs.
* Only 47% of higher education institutions surveyed, required a competency test upon completion of a teacher training program.
* A Carnegie study found that teacher salaries dwindled 12.2% between 1972 and 1982, while inflation in personal income increased by 17.6%.
* Only 50% of math and science teachers are qualified in these subject areas.

ASSERTIVE DISCIPLINE TRAINING

Gary Cruzen, Principal
John Marshall High School, Oklahoma City

During the 1983-84 school year, the Oklahoma City Public School District adopted Lee Canter's Assertive Discipline Model as its official behavior management system. John Marshall High School, along with the 93 other schools of the Oklahoma City district, began inservice training activities for all faculty and staff, as well as providing information and training for parents within the community.

Briefly stated, Assertive Discipline operates under the basic concepts that all teachers have a right to teach, all students have a right to learn and all behavior that infringes upon those rights or is not in the best interest of the student or others will not be tolerated. To establish the discipline model in the classroom, the teacher must first establish a clear set of rules for student behavior with negative consequences (punishment) that will be consistently administered when rules are broken. Positive consequences (rewards) must also be used for acceptable behavior of individuals and classes.

To initiate the program, administrators and key staff members were given training in assertive discipline by trainers from Canter and Associates, Inc. The school resource personnel then were charged with training other personnel within each school so that an assertive discipline program could be tailored to each school's needs as determined by grade levels, school environment and community standards.

At John Marshall, a set of five standardized classroom rules was adopted by the faculty, with teachers having the option of adding a sixth and or/seventh rule to the set. The standard rules at John Marshall are as follows:

1. Be in assigned location ready to work when tardy bell rings.

2. Bring books, materials and completed assignments every day.

3. Keep hands, feet and objects to yourself.

4. No swearing, cruel teasing, rude gestures or put-downs.

5. Follow the directions of the teacher or substitute.

A hierarchy of negative consequences is developed by each teacher to be applied when rules are broken. Also of great importance is positive reinforcement of good behavior. Teachers at John Marshall use a variety of items designed to do just that in the way of free time, bonus points, periodic parties, homework passes, the floating A (substitute an A for a grade on some work of the students' choosing), verbal praise, positive notes or calls to parents, etc.

After the initial implementation of the program at John Marshall, measures were taken so that the discipline model could be maintained and strengthened periodically. This has been done by offering retraining sessions for experienced teachers through the district staff development and training office, as well as at the school. New teachers are given opportunities for training in assertive discipline at various times during every school year. Also, teachers are continually observed and monitored to insure the effective use of the behavior management system in the classroom. Annually, teachers review their individual classroom discipline plans with the school administration to insure the successful implementation of the program.

Documentation tells us that teachers who effectively use the assertive discipline system in the classroom can reduce behavior problems by up to 80%. Being effective and successful in keeping students "on task", teachers have expressed continued satisfaction and renewed enthusiasm for their profession because of the training they have had in assertive discipline. □

ANALYSIS OF "RECOGNITION SCHOOL" REVISITS

During the 1984-85 school year, consultants from the Academy for Educational Development made revisits to a sampling of Recognition Schools to further document improvements in the schools and explore some of the pressing problems faced by the urban high school leadership.

Site visitors were asked to assist principals and school teams in identifying the critical elements and accomplishments that directly affected the Program's results in their schools. Beyond the recognition factor itself, the visitors wanted to see how effectively the schools felt they had applied and extended their programs toward continued school improvement.

While it was well after the initial program implementation, the schools still responded enthusiastically to the Foundation and AED's continuing interest. Most schools seemed to welcome the opportunity to reflect on their accomplishments and goals.

It was found that the continued success of school programs largely depended on securing continued funding. In the schools surveyed, 22% reported that they had secured other funds for existing programs and extensions, and 16% of these schools confirmed ongoing linkages with businesses, feeder schools, universities and other high schools. An additional 38% of the schools discovered other ways to continue program funding through revision in budgets, grants from school boards, and reorganization.

In many cases, linkages aided schools in projecting a more favorable image and generating enthusiasm for their activities. Hyde Park High in Chicago, Weldon Beverly, principal, is a school which vastly improved its reputation in the community by increasing communications between its staff and its feeder schools. Business and industry involvement increased with generous commitments of time and money, and health professionals helped fund Hyde Park's student-run Health Fair.

As a result of its ability to fully involve staff, students, feeder schools and community in its Ford grant activities, Rule High School in Knoxville, Robert Thomas, principal, experienced a dramatic increase in the amount of community interest. They were able to secure two subsequent grants to build upon their Ford program activities. One grant combines the support of the Central Data Corporation, Knoxville City School System, local businesses and community members in order to implement an experimental computer project. A second grant, from Levi Strauss Corp. is helping to fund an experimental program in child care for teenage parents.

Schools were also able to obtain continued financing for successful programs by changing their focus. This change was often cited as a result of the self-examination of the Ford nomination process and subsequent program implementation. Senn High in Chicago, John Martin, principal, became Senn Metropolitan Academy of Liberal Arts and Technology. With this change of name and scope, Senn was able to accept a wider range of students, making it eligible for additional district funding.

Another school which changed the focus of its curriculum was Northern High in Detroit, Walter Jenkins, principal. An emphasis on involvement in the arts was begun with the Ford grant, which involved a unique Artists-in-Residence program. Northern has since secured numerous grants to continue its efforts in the arts and there are plans for Northern to evolve into a magnet arts school. The artwork in this issue of Network News was contributed by Northern students.

The revisits indicated that Ford grants were used in the following ways: 75% staff development, 66% linkages, 63% curriculum development, 47% computer technology, 34% community relations, 28% climate, 25% tutorials, and 19% other. However, it was not how the money was spent which determined success of the program, but rather the processes of team-building, communication, organization and follow-through.

The 1984-85 site visits demonstrate the continuing commitment of the Ford Foundation to urban high schools, particularly those in the Recognition School network. The revisits revealed that significant gains continue to be made in the schools, but there remains much to be done, and resources, sadly, are severely limited.□

* GRANT INFORMATION *

MINORITY INSTITUTIONS SCIENCE IMPROVEMENT PROGRAM

WHY? To help institutions serving minorities develop and maintain quality science programs to increase the number of minorities entering the science and engineering fields.

WHO? Local educational institutions serving minorities are eligible.

WHAT? Depending on the type of project, awards will support activities for periods of one to three years. ($5 million has been requested but not yet appropriated.) Funds can be used to support specialized science courses, seminars, workshops, curriculum development, faculty training, etc.

HOW? Application forms are available by writing or calling:

Dr. Argelia Velez-Rodriguez
Office of Postsecondary Education
Department of Education
400 Maryland Avenue, S.W.
Room 3022, ROB-3
Washington, DC 20202
(202) 245-3253

WHEN? Application deadline: February 21, 1986

* *

TEACHER FELLOWSHIPS FOR SUMMER HUMANITIES STUDY

WHY? Fellowships to conduct scholarly research on a topic of your own choosing for independent study in the humanities, sponsored by the Council for Basic Education.

WHO? High school teachers are eligible.

WHAT? $3,000 fellowships for summer study.

HOW? Application for 1986 Fellowships can be obtained by writing: Independent Study in the Humanities, Dept. 14, CN 6331. Princeton, NJ 08541-6331, or call Mary Kay Babyak at (202) 347-4171.

WHEN? Applications due December 1, 1985.

(Cont'd from Pg. 12)

project educationally daring. A good listener will use this occasion to "stretch" the untapped resource and allow the person to grow.

In addition to making certain teachers understand that staff development is paramount to a quality educational program as I discuss expectations and performance standards, I also lead by example never failing to emphasize that I am continually being trained. I have served as coach, scorekeeper, cheerleader, awards committee, and news reporter for what I consider a winning team. All of these roles have been gradually assumed by other administrators and staff members. Many teachers who started out achieving for the school and department or external incentives are now achieving for themselves. For them, my task has become providing the inspiration and recognizing differences and individual needs.

Curriculum expansion, an increase in test scores, copies of certification letters, volunteers to facilitate workshops, and a forty-five minute opening of school session on sharing summer professional development experiences indicate that in the right climate teachers will accept responsibility for their own development and set high standards to bring about improved teaching and learning in the classroom. A major contributor to the establishment of this climate was the Ford Foundation City High School Recognition Program Grant which says to teachers that there is support and appreciation for a job well done. □

◀A LETTER FROM A READER▶

To the Editor:

Anticipating that some Network News readers will find "Why Business Finds It Hard To Work With Schools" (Spring 1985 issue) hard to take, I want to commend you and author Gayle Jasso for its candor and cautions.

I visited 20 high schools for the Ford Foundation City High School Recognition Program, more than half of which were "officially" involved in partnerships with businesses. More than half of these were in name only, largely because of the many "misses" that characterized the relationship. If a partnership can be compared to a marriage, these parties were estranged.

Education is infamous for cure-all. Like most of them, business partnerships are much more difficult to work effectively than their enthusiasts would have us believe. So I think you have done an important service by shouting a warning to those principals who may be rushing to jump on the latest bandwagon. You may be telling them what they don't want to hear, but if they listen, they will be grateful for your advice in the long run.

I hope you'll include at least one controversial article in every Network News. We can learn from mistakes as well as from successes.

Debbie Weiner
Educational Consultant

◀URBAN PRINCIPALS NETWORK NEWS▶

Editor	Bob Laconi
Editorial Assistance	Suzanne DeCamp
Research Assistance	Melody Brooks, Julie Buttenwieser
Word Processing	Dottie Frazier
Artwork	Northern High School, Detroit, MI
School Services Director	Sharon Franz

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NEW PUBLICATION ON TEACHER DEVELOPMENT

A new report to the Ford Foundation, Teacher Development in Schools, has just been published by the School Services Division of the Academy for Educational Development. This new publication results from an examination of issues related to staff development and an analysis of the Foundation's work in teacher development over the past 20 years.

As recent national studies have indicated, teachers will play a critical role in school improvement. This report speaks to teachers, their desire to improve their instructional capacity and how the school can become a learning place for them as well as for their students. Among matters covered are academic background of new teachers, examples of phases of teacher development and a schema to use the strengths of individual teachers in scholarship, pedagogy, and counseling as resources for other teachers. The report also deals with the implications of teacher development for principals, superintendents, and districts, as well as teacher organizations, state education agencies, and colleges and universities. As Edward Meade, Chief Program Officer at the Ford Foundation states in the foreword, "It is hoped that this report will help teacher development to become a high priority for all schools, and that it will illuminate how such a priority might be implemented and sustained. If the report does that, it will have served its purpose."

A complimentary copy of Teacher Development in Schools is available to ALL principals of schools that were part of the City High School Recognition Program. Copies of Teacher Development in Schools are available to the general public for $6.50 per copy, prepaid. To receive your copy, return the attached coupon to: Urban Principals Network News, School Services Division, Academy for Educational Development, 680 Fifth Avenue, New York, NY 10019.

☐ **YES!** My school was a part of the **Ford Foundation City High Recognition Program.** Please send me a **FREE** copy of Teacher Development in Schools.

☐ **YES!** Please send me a copy of Teacher Development In Schools. My payment of $6.50 is enclosed.

_____
(Name/Principal)

_____
(School/Organization)

_____
(Street Address)

_____
(City/State/Zip)

( )_____
(Area Code/Phone)

CHECK HERE IF ABOVE INFORMATION IS NEW OR CHANGED ☐

NOTES from the NETWORK:

* Congratulations to Hillsborough High (Tampa) graduate, Dwight Gooden of the New York Mets. Principal Robert Collins is proud to have Dwight as an alumni. Each year before spring training starts, Dwight has gone back to Tampa to work with his alma mater's baseball team.

* On May 4, 1985, Malcolm X Shabazz High, Newark, Gordon Mays, principal, hosted the fourth annual "Newark Business Skills Olympics," with support from the Newark Chamber of Commerce and several area businesses. 140 students from Newark's ten high schools competed for six full one-year scholarships, TV's, radios and calculators, and heard words of encouragement from a state assembly-woman, the superintendent and board of education officials. Evelyn Lewis is chair of the Business Department at Shabazz.

* Booker T. Washington High, Houston, Franklyn Wesley, principal recently received a $50,000 High School Improvement grant from the Carnegie Foundation for the Advancement of Teaching. The money will be used to develop the necessary software for making it possible to retrieve assessment and testing information in five core curriculum areas. Congratulations!!!

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680 Fifth Avenue
New York, New York 10019