ABSTRACT
                In the professorial role's traditional triad of teaching,
research, and service, research (publishing) and teaching get more attention
than service. If professors are to be part of improving education in
America's schools, they must define service more broadly, and they must give
greater attention to the service role. Education should be conceptualized as
a profession of practice, and it should be a profession that embodies its
practice in a statement of professional ethics and behavior. Real educational
improvement will come only when educators use what is known (the knowledge
base for teaching), evaluate it carefully, extend it, and continue a research
agenda built on education issues. Education administration (EDAD) professors
should teach research results from education research and can influence the
technical core of education. Professors have a major service role to play in
improving education and in making sure that improvement rests on what
research has shown to be effective. They also have a major service role to
play in helping shape public opinion about education. Once research has
developed a reasonably sound knowledge base for education, a concerted
national leadership needs to advocate that these advances be implemented.
Professorial service roles linked to this advocacy include: (1) conducting
policy research; (2) assisting in local applications of the knowledge base;
(3) publishing nonresearch as service; (4) giving attention to what does not
work and what does work to help guide practitioners; and (5) exerting
leadership for strong moral standards. Three appendixes discuss problem
formulation, key elements of business and education, and an example of the
potential of education for malpractice. An attachment presents a group
activity related to education malpractice. (Contains 2 tables and 17
references.) (SLD)

THE IMPERATIVE OF SERVICE IN THE PROFESSOR'S ROLE

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THE IMPERATIVE OF SERVICE IN THE PROFESSOR'S ROLE [*]

Prelude.

If professors are to be part of improving education in America's schools, they must define service much more broadly, and they must give far greater attention to their service role. In the professorial role's traditional triad of teaching, research, and service (TRS), research (publishing) and teaching get more attention than service. This does seem strange, given professors' self-reported low emphasis on research and on reading of research (e.g., McCarthy, et al., 1988; 1997). Dissemination is a useful part of a professor's role, but this publishing is not research. It logically could be service, and this change would add legitimacy to the service role while clarifying the dissemination function of most professional writing. [1]

Recall the low estate of education among university colleagues, educators mere tolerance among politicians and policy people, and near derision from some business folks -- remember the non-educator "Education Summit" of politicos and beneficiaries of corporate welfare? Rather than continue down a path that gets little but scorn, educators should seize the Information and Knowledge Ages (Achilles, 1993) and get on with establishing education as a strong and respected social institution. Turn negatives into positives. As one example, educators might show the positive values of the politically conservative rallying cry that "Less is More" by pointing out one educationally sound application: Small classes (Less) offer a plethora of positive student benefits (More). Small classes translate the political slogan, "Less is More" into the educationally positive "Small is Better." [2]

Introduction

When building something substantial or important, people usually start with a solid, firm, strong foundation. A classic example of architects, engineers, and builders not heeding this axiom can be found in the gravity-defying tower of Pisa. Some education critics believe that if it has not already fallen over, public education is as close or closer to collapse than is the

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famous Leaning Tower! The Leaning Tower of Pisa analogy is not far-fetched in American Education. For one reason or another, educators have not used much of the research available to them to build a solid foundation for educational improvement. This is a complex issue. One concern revolves around the idea of "professional" and its relationship to the idea of "malpractice." Recall what research has shown about such things as early childhood education, kindergarten (k), class sizes in K-3, retention in grades, etc. Early education in America is not done as well as the research shows that it could be. Kindergarten (K) and even pre-K help pupils prepare for school. Not all states require (K); some have only half-day (K). Few (K) class sizes are appropriate (1:15 or fewer). The Head Start program is not fully funded. These situations suggest some sordid scenarios.

1. Those in charge of education decisions and improvement do not know the substantial research and knowledge base (KB) relating to early intervention, early childhood education, etc. OR

2. Those in charge of education decisions do know the research and KB, but for various reasons they do not use and apply it.

The Basic Argument

This discussion is rooted in the concept of educator as a professional, and that education administration might be a profession of practice (Achilles, 1994, p. 165). As the standard for "professional" we mean such things as having a) a Knowledge Base (KB) that the person applies beneficially to help solve "people" or client problems; b) a method of inquiry to access, assess, and advance the KB; c) standards (or licensure) for admission to the profession and requirements for renewal; d) a specialized language to bring precision to the field, and e) some regulations/standards and a code of ethics to govern minimal levels of performance in the field. Perhaps the oldest code of ethics for professional conduct is medicine's Oath of Hippocrates (460-375 BC). [Some might think that the law of Hammurabi (ca 1955-1931 BC) governs lawyers]. In not using what educators know about education (e.g., see Glickman, 1991) do educators follow the Oath of Hypocrites as an ethical guideline? If educators claim that education is a profession of practice (similar to medicine), then they ought to embody at least points (a-e) above in a generalized statement about professional ethics and behavior. As one example of inattention to professional stature, why is much of education's rush to "World Class" status not built on reasonable research results, even as researchers provide new research bases for education improvement? Is education, as presently practiced, essentially malpractice and are professors of education largely responsible for this state.

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Primum non Nocere

The foundation of a client-oriented code of ethical behavior is "primum non nocere" which translated liberally is, "At the very least, do (the client) no harm." A professional's <u>base</u> is, "If you can't help, at least don't cause any harm." Pretty safe, one would suppose. Well, how many educators work in systems where pupils are routinely retained in grade? Glickman's (1991) conundrum, "Pretending not to know what we know" provides a quick starting place to check on "primum non nocere."

Besides Primum non Nocere?

Other issues impede education's claim to be a profession. A profession has a KB and a method of inquiry to access, assess, and advance the field. A knowledge base? A method of inquiry? <u>If education had its own KB, why do educators rush to try to make education fit on the Procrustean bed of the KB of other fields?</u> Many educators advocate "restructuring," but on what research base . . . and does this KB produce desired results?

Mitchell and Beach (1993) asked the key question, "If, restructuring is the answer, what is the problem?"(p. 266). The lively qualitative and quantitative debate leaves unsettled just what is education's method of inquiry. [Achilles (1994) suggested that it is Q^2 or "Qualiquantitative."] The struggle over standards/licensure such as NCATE's "Curriculum Guidelines for Educational Leadership," the CCSSO's "Interstate School Leaders Licensure Consortium" (ISLLC), the AASA's <u>Professional Standards for the Superintendency</u> (Hoyle, J. and the AASA Commission on Standards for the Superintendency, 1993) shows that some educator groups are searching for professional status.

Why Seek Improvement and How? Three Trial Scenarios

Real education improvement will only come when educators use what is known, evaluate it carefully, extend it, and continue a research agenda built upon education issues. Some "good bets" that are not yet substantiated by research should be advanced as "venture capital" because of their <u>potential</u> to yield positive education results, but the <u>core</u> of education improvement should be built on positive research results already available relating to education's technical core. Why isn't this idea well accepted?

One way that educators choose to advance education is by considering ideas and innovations that have been developed in other institutions of society, such as in business or industry (<u>Option A</u>). This is to continue to march to other people's drums and to address what Getzels (1979, 1985) called "the presented problem." (See Appendix A). Some of these ideas are

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already part of education literature, as distinct from education research. Many professors and others peddle "projects" built on this stuff and fluff. ("Have I got a project for you!"; Have I got a workshop for you!")

A second way to improve education is to incorporate into its operation those things that research has shown are likely to improve education outcomes (Option B). These "things" come from education or related social science fields, such as psychology, and have a substantial research base.

A third option incorporates elements of both options A and B above. In Option C, educators might improve education's structure or infrastructure by judicious use of borrowed innovations. They might improve education's technical core by incorporating research results from education and education-related disciplines. This paper supports Option C, using a balance of externally and internally feasible ideas for education improvement.

The Role of the Education Administration (EDAD) Professor

If professors teach mainly in Option A, they profess education improvement via things urged on education by non-educators. This is strange, indeed, especially since in this role those outside of education (e.g., business leaders, entrepreneurs) see professors as little but handmaidens whose function is to advertise and legitimate the work of important people. Listen to Ogawa's (1994) conclusions:

> *Role of academic actors.* We raise a third issue because it hits so close to home. It concerns the role that academic actors played in institutionalizing school-based management. Academic actors, as reported earlier, were not the chief institutional entrepreneurs. . . . As one interview respondent observed, the words of professors carry weight because they are backed by academic credentials.
>
> The relationship of educational scholarship to educational policy and practice has often been a point of concern and not a little contention between academics on the one side, and policymakers and practitioners on the other. Both sides, however, seem to agree that scholarship should have a substantive relationship to policy and practice. In the present instance, scholarship did not drive policy and practice, as some academics believe it should. Nor was it irrelevant, as many policymakers and practitioners believe it to be. Instead, it served the largely symbolic function of legitimating what institutional entrepreneurs had shaped, which may strike at the legitimacy of educational research. (pp. 546-547, Emphasis added).

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For example, professors may profess things like Total Quality Education (TQE), Site-Based Management (SBM),[3] restructuring generally, and ever-increasing expenditures on technology (etc.). These may help the infrastructure of education, but where is substantial evidence that such things have any impact on the technical core of education; e.g., student achievement and development? Education frequently is described in business and factory metaphors (students as workers) and, thus, is "evaluated" by business models like production function analyses, etc. Let's pursue this a bit.

Both business and education are fields of practice that rely on ideas from disciplines as the bases for their practices. Yet, since the goals of each field differ, why would educators uncritically use procedures developed for business to improve student outcomes? What assures educators that statistical process control would be applied in the same way with the same results in education and in business when the anticipated goals and outcomes of the fields of practice are different? (See Appendix B) In one case the outcomes are widgets for profit; in another the outcome is an educated citizenry. (e. g., See Murnane and Levy, 1996). Consider the "standards" movement. This may be good politics: lots of tough talk and no funds. Educators are the bad guys again; dropouts will increase; and who could be against "higher" standards? Slavin (1996) asked,: "Could anyone imagine that tougher high school graduation requirements will motivate third graders to learn more math?" (p. 4). Business deals in dollars: Education deals in sense. The difference yields profits or prophets.

Do EDAD professors teach research results that are of education and influence the technical core of education (Option B). Unless professors will profess Option B things, how will educators know much about them, and use them? Consequently, the technical core of education remains stagnant. In Option B we find things that are specifically of education:

- retention in grade, (see Appendix C)
- class size in early primary grades,
- multi-aged classrooms,
- corporal punishment,
- grouping and tracking,
- risks factors, etc.

What would happen to education outcomes if professors emphasized Option B with the same interest that they tout Option A ideas? What would happen if EDAD professors encouraged their students to use what research has shown will improve student outcomes? Might Option B provide a substantial education base for "restructuring" since it emphasizes outcomes related to improvements in student learning and development?

If professors do not profess Option B, is it because they believe that this is not part of the KB for educators? Is it because they believe that results of

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education research are not necessary knowledge for prospective education administrators? Do the professors not know this research? Are they happy, as results of Ogawa's study seems to say, in being mere disseminators and handmaidens who come into the fray late (if at all) and write to legitimate the work of others? What does the continuing reluctance to educate prospective educators in the KB of practices that have been shown to influence positively the technical core of education really indicate?

If professors know Option B research, should they take a stand on it? Should they urge educators and others to recognize and use the research, and urge the ethical practice of doing what research shows will work? Is this part of a service role? If EDAD professors equally profess Option B (research about education) <u>and</u> Option A (ideas brought to education from the outside), then Option C seems reasonable to improve student outcomes and differentiate between ways to improve the <u>technical core</u> of education and change the <u>infrastructure and delivery of education</u>.

Without a KB, there is no profession, no expertise, and nothing much of value to profess. At issue may be more <u>what</u> is professed than that there is <u>no</u> KB. If so, then this general topic area seems like a useful place to begin a discussion of education reforms. The EDAD KB has been addressed by University Council for Educational Administration (UCEA) personnel who developed seven <u>domains</u> of an EDAD KB:

 I. Social and Cultural Influences in Schooling

 II. Teaching and Learning Processes

 III. Organizational Studies

 IV. Leadership and Management Process

 V. Policy and Political Studies

 VI. Legal and Ethical Dimensions of Schooling

 VII. Economic and Financial Dimensions of Schooling

Not everyone in EDAD has agreed with these domains. According to Scheurich and Laible (1995), these seven domains contain little of the realities of educational problems, issues, and concerns.

> . . . Nicolaides and Gaynor (1989) confirmed something close to what we have contended are the "central challenges" for schools and, thus, for administrators. They also ratify that the present knowledge base domain structure 'is limited to topics and themes shaped by traditional

perspectives'(p. I) and that these perspectives are inconsistent with the nature of our challenges. (p. 318).

The direct implications of the conclusions of the Domain I committee, of Reyes' presidential address, of the research that shows the powerful negative effects of race, gender, and class will not be addressed by adding several more articles to the present domain structure, representative as it is of the traditional course structure of preparation programs. In short, the knowledge base project, as presently constituted and structured, moves attention back to the old, inadequate way of doing business and away from the kind of changes and leadership necessary to prepare administrators who are ready and committed to developing—collaboratively with teachers, students and parents—the kinds of schools that are equally successful for all children. (p. 318).

It is not minor change that we need for our purposes; it is not the traditional course structure and focus that we need. It is a major transformation, a major realignment of our entire way of preparing educational administrators.[4] What we need is a knowledge base, a domain structure, a course structure, focused on leadership committed to all children (no exceptions allowed—by race, gender, class, or any other exclusionary category). (p. 319).

Hallinger and Heck's (1996) recent review of the principal's role in school effectiveness suggested that principals do little to improve student outcomes. "It is interesting to note that the findings of these studies reveal either no effects or, at best, weak effects" (p. 20) and "with three exceptions . . . these studies found either relatively weak effects or no effects of principal leadership on school achievement" (pp. 21-22). Hallinger and Heck cited work by Ogawa and Hart (1985) showing that the "principal variable accounted for <u>between 2 and 8 percent of the variance in test scores</u>." (p. 39 <u>Emphasis Added</u>). The weak results provided by Hallinger and Heck, Smylie et al. and other studies offer little solace that educators are using research that makes much difference in schooling outcomes.

The Professor's Service Role

If educators expect to improve education, one might expect that they would use what research and practice have shown will improve education. This change to data-driven improvement will not come easily. Professors have a major service role to play in this change, including the difficult task of helping to shape public opinion regarding education.[4] When research and exemplary practice show clearly, at a point in time, <u>what</u> does or does not

work, one service role of professors is to help define <u>how</u> to do what needs to be done. (See Appendix C). The how to decisions will be political.

EDAD professors need to address the entire range of education's KB, not just that portion commonly considered the KB of EDAD. The following illuminates the range of the problem. Educators prescribe homework about as regularly as doctors (MDs) prescribe aspirin: How many educators know the voluminous research on homework and on the correct use of homework? The question of effectively utilizing the range of education's KB will generate considerable healthy debate around such ideas as:

- "How do we know?"
- "How certain are we about it?"
- "Where might we see the exemplary use of the KB?"
- "How, when, and where do we teach this KB?," etc.

Table 1 demonstrates one structure for organizing and evaluating education's KB. Groups of educators might work on redefining "the basics" of education's KB to provide direction for the renewed emphasis on service described here. [5]

Table 2 shows one line of education-related research that emphasizes student outcomes or the technical core of education. From this general line of studies EDAD folks might consider leadership and infrastructure questions such as <u>how</u> can we use these results or how do these results reflect ideas such as span of control, quality of work life, relationship of outcomes and quality of the workplace.

"The Past is Prologue"

Education improvement will happen when educators apply what research and exemplary practice have shown will improve education. Once research has developed a reasonably sound KB for education (determination of <u>what</u> to do), a concerted national leadership needs to advocate that these advances be implemented. Logical service activities for professors are: 1) to conduct policy-issue research on options of <u>how</u> to apply what research and best practice have demonstrated should be done to improve education, and 2), to help local educators implement these practices. Professorial service-role ideas related to these major activities include the following.

- Conduct policy-related research to determine how substantive education research results can be implemented.

- Assist in evaluating local applications of the KB.

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- Publish non-research as service. Articles might be clear, concise, compelling, and cogent dissemination of <u>HOW</u> to use research-driven education improvement ideas.

- Give equal attention to what <u>does not work</u> and to <u>what works</u> to help guide practitioners.

- Exert leadership for strong, moral stands to advocate for children.

The foregoing serve as a starting point for redefining the service role for professors of EDAD. [6] Attention to strengthening and expanding the service role will provide real content for instruction and will begin to bring a balance to the timely triad of TRS. Furthermore, this clarity will add a logical way to separate publishing as research and as service, thus clearing up some of the ubiquitous "research shows" pronouncements presently proffered to fix education.

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Table 1. Sample Plan for Organizing the KB Elements of Education as a Profession, with an Example or Two.

I. ASSUME THAT EDUCATION IS A PROFESSION: WHAT ARE INDICATORS OF THE KB.			II. IF A, B, C, ETC., ARE PART OF EDUCATION'S KB, WHAT WOULD YOU EXPECT TO OBSERVE IN USE FOR EACH KB ELEMENT? HOW ASSESS THE USE?	
WHAT IS THE KB?	BUILT OR BASED ON? (HOW DO WE KNOW)?	HOW CLEAR?* (WHY USE IT?)	OBSERVED IN PRACTICE	ASSESSMENT
A. People learn in different ways	Gardner, Sternberg, Vygotsky, Thorndike	1	A. Learning centers, learning styles (schedule, context, psycho-social settings), use of Multiple Intelligences Theory, multiple assessments	
B. Retention in grade seldom works	Sheperd & Smith; TX Commissioner's Report, Holmes & Matthews, (About 400 studies)	1, 2	B. "No retention" policies with a range of alternatives: non-grades, extended day, year-around, "hands on," peer or mentor coaching, etc.	
C. Etc.: Class size in K-3; early education experiences;		class size 1 early ed. 1	C. Etc. K-3 classes about 1:15	

* 1 = VERY POSITIVE; 5 = ALMOST NO EMPIRICAL EVIDENCE.

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Table 2. Samples of Studies Derived from and Building upon the STAR Initiative Classed as "Subsidiary" (directly from STAR), "Ancillary" (building on and using STAR database) and "Related" (triggered by STAR results and usually involving STAR researchers).

CATEGORY, TITLE & PURPOSE *	DATE(S)	AUTHOR(S) OR PUBLICATION
STAR (Many sources)	1985-1989	Word, et al., 1991 Finn & Achilles, 1990
Subsidiary Studies		
• Lasting Benefits Study to follow STAR pupils	1989-Present	Nye et al., 1991-1996
• Project Challenge (TN)	1989-Present	Nye et al., 1991-1996
• Participation in Grades 4, 8	1990, 1994	Finn, 1989, 1993 Voelkl, 1995 Finn and Cox, 1992
Ancillary Studies (Use or extend STAR data. Some of these are dissertations.)		
• Retention in Grade	1994	Harvey, 1994
• Achievement Gap	1994	Bingham, 1993
• Value of K in Classes of Varying Sizes (test scores)	1985-1989	Nye, Achilles, Bain, 1994-1995
• School-Size and Class Size Issues	1985-1989	Nye, K., 1995
• Random v. Non-Random Pupil Assignment and Achievement	1985-1989	Zaharias, et al., 1995
• Class Size and Discipline in Grades 3,5,7	1989, 1991, 1993	In Process.
• Outstanding Teacher Analysis (top 10% of STAR teachers)	1985-1989	Bain et al., 1992
Related Studies		
• Success Starts Small: Grade 1 in Chapter 1 (1:14, 1:23) Schools, Burke Co., NC Study	1993-1995	Achilles et al., 1995
	1995	Achilles et al., 1994
	1996-1997	Harman, Egelson, Achilles

* This list provides samples of the types of studies done. Other authors and researchers are involved. This table appears in several STAR reports in substantially this same form.

ENDNOTES

[1] Some of this is disingenuous puffery, anyway. Why should publication of non-research be considered research? Ideas, advice, thoughts, suggestions all have their value . . . but are these research?

[2] The social and heuristic value of the "Less is More" idea (small is better) should challenge all of us. Look both at the downside and the upside of this key idea. Both views help. Destruction of huge high-density housing projects, negative effects of large schools, unruly mob behavior, research evidence of the "behavioral sink" by Calhoun (Norway Rats) and Tinbergen (Stickleback Fish), and other indicators of harmful effects of "too big" should help educators influence new policy directions.

Family breakdown, loss of influence of other social institutions (law, religion, family), the rise of small but powerful groups (gangs?), de-massification of society and downsizing, the media and information explosions (recall that TV, once a projected savior of education, is now a key villain in reading and violence problems), the retreat from urban living, and other mega-indicators of evils of "More is Less" should add fuel to the policy debate.

On the upside of the "less is more" issue are such things as discussion of small learning communities, increased student participation and school identification in small schools, school as "family," tutoring and mentoring, neighborhood in the best sense, positive small-class results, business and government ideas on "span of control" (consider that the idea now is to increase span of control to 1:15 in government and that should help get classes to 1:15), mentoring individualization of instruction . . . . The "Less is More" idea surrounds us.

On the world-class application of the "Less is More" idea for small people, especially, consider the Netherlands idea of schooling as a "reverse pyramide."

[3] The efficacy of SBM to raise student "outcomes" such as test scores continues to be questionable. See, e.g., Smylie, M. A., Lazarus, V. & Brownlee-Conyers, J. (1996, Fall). Instructional outcomes of school-based participative decision making. Educational Evaluation and Policy Analysis, 18 (3), 181-198. Esposito (1996) presented a paper at the 1996 UCEA Conference questioning the efficacy of SBM.

[4] Some ideas here are similar to directions taken by others, and expressed in current publications, such as AASA's Telling the Truth About America's Public Schools (1996) or the special issue of The School Administrator featuring "The Contrarians"(May, 1996); the AERA's discussions ("a bit more polemical") in the Educational Researcher, such as in the November, 1996 and December, 1996 issues; Bracey's (1997) ASCD-sponsored Setting the Record Straight or the article by C. Glickman (1991, May) "Pretending not to know what we know," in ASCD's Educational Leadership, 48 (8), 4-10; or Berlinger and Biddle's (1995) The Manufactured Crisis.

[5] The entries in Table 1 also provide a starting point for a "group activity" presented as Attachment I.

[6] Many current "education" improvement ideas have little or no education (or child) emphasis or research-driven basis. All of the following initiatives will benefit business at the expense of children (Big business builds profits on the backs of little children).

- "Service-learning" gets done for free what adults should pay for.
- School-to-work shifts employment training costs from business to schools.
- Wiring the schools benefits telecommunications conglomerates, usually with volunteer labor.
- National Standards come with no remediation plans or evidence that they improve the technical core of education (See Slavin, 1996).
- Volunteers to help in reading may not work well if we do not understand the research on teacher aides in the classroom that shows little or no benefit from such aides in instructional roles.
- Computer-mania, including purchase, updating, operating and access costs, etc., uses funds that could go to improving the outcomes of schooling. No research supports the huge costs of technology in terms of student benefits.
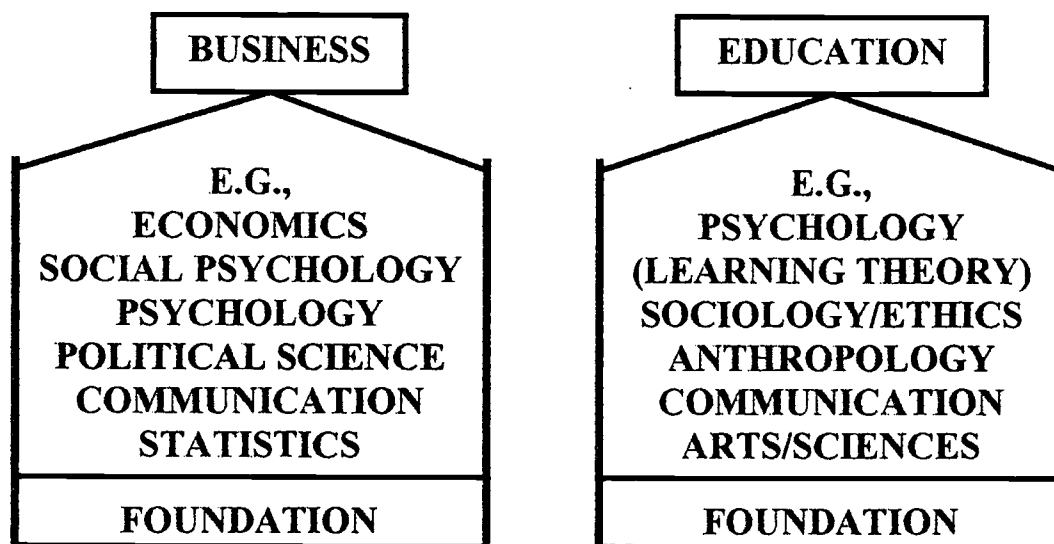
APPENDIX A

1. <u>Presented Problem Situation</u>. The problem is <u>given</u> to the problem-solver. It has a known formulation, known method of solution, and known answer. (This situation prevails in schools. Given that the side of a square is four feet, what is the area?) This condition is not really a problem in the sense of professional problem analysis, for essentially it only requires <u>implementing</u> someone else's solutions.

2. <u>Discovered Problem Situation</u>. A problem exists, and it is formulated by the potential problem solver, not by someone else. It may NOT have a known formulation, known method of solution, or a known solution. It meets the conditions discussed in this chapter in that it is amenable to refinement and offers a problem-finding challenge. Why do children, at about grade 3 or 4, begin to dislike school when almost all children are initially eager to attend school? Does this American phenomenon exist in other cultures?

Excerpted from Getzels, (1979, 1985). The problem categories show differences in how the problem is formulated (and by whom), in the certainty of the method of solution, and in the complexity of the projected solution.

APPENDIX B

KEY ELEMENTS FOR TWO OF SOCIETY'S PRIMARY INSTITUTIONS

A. DISCIPLINES AND FOUNDATIONS FOR TWO INSTITUTIONS OF SOCIETY

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    ┌─────────────┐              ┌─────────────┐
    │  BUSINESS   │              │  EDUCATION  │
    └─────────────┘              └─────────────┘

        E.G.,                        E.G.,
      ECONOMICS                   PSYCHOLOGY
   SOCIAL PSYCHOLOGY          (LEARNING THEORY)
      PSYCHOLOGY               SOCIOLOGY/ETHICS
   POLITICAL SCIENCE            ANTHROPOLOGY
    COMMUNICATION              COMMUNICATION
      STATISTICS                ARTS/SCIENCES
   ┌──────────────┐           ┌──────────────┐
   │  FOUNDATION  │           │  FOUNDATION  │
   └──────────────┘           └──────────────┘
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B. GOALS FOR THE TWO SEPARATE INSTITUTIONS:

BUSINESS	EDUCATION
• ECONOMIC DOMINANCE	• EDUCATED CITIZENRY
• COMPETITION	• COOPERATION
• EXPORT PRODUCT	• IMPORT KNOWLEDGE
•VALUE/PROFIT	• VALUES/LITERACY

C. EVALUATION CRITERIA

- BUSINESS DEALS IN DOLLARS; EDUCATION DEALS IN SENSE.
    - Business: Efficiency and Effectiveness
    - Education: Effectiveness and Efficiency

B-1

APPENDIX C

Discussion and References for Retention in Grade

as an Example of Education Malpractice Potential.

One example here may help elucidate the issue. Research over some 40 years has demonstrated the inefficacy of retention in grade. Yet, the practice continues and may even increase as "leaders" require "higher standards." (See Slavin, 12/96). Discussions of not retaining pupils in grade often lead to near-hysterical polarizations ("Either you favor social promotion and rewarding kids for failure, or you will retain them until they perform up to standards"). This absurdity falls by its own weight. Can you imagine anything as inane as only these two options ("retain" or "promote socially") and one is known not to work? There are many proven practices other than these two options: non-graded, peer tutoring, extended day, year-around schooling, etc. "But these steps are expensive," one might say. Perhaps, but if we spend $5,000/year per pupil and J. Doe spends 2 years in grade 1, we spend $10,000 for grade 1. And retention does not work. How might we better spend $3,000 of the now-wasted extra $5,000? What are the true costs of alternatives? "U. S. school districts spend nearly $10 billion a year to pay for the extra year of schooling necessitated by retaining 2.4 million students" (Shepard and Smith, 1990, p. 88). This was 10 years ago before the retention craze of "higher standards." The "professional" position would support no retention as policy (but allowing for exceptions via rigorous processes). Policy-related research could describe the options and costs. Some references on retention are included here.

Doyle, R. P. (1989, November). The resistance of conventional wisdom to research evidence: The case of retention in grade. Phi Delta Kappan 71 (3), 215-220.

Harvey, B. (1994). Retention: A narrative review of 100 years of practice. What are the alternatives? Nashville, TN: Center of Excellence for Research and Policy on Basics Skills. TN State University.

Holmes, C. T. & Matthews, K. M. (1984). The effects of nonpromotion on elementary and junior high school pupils: A meta-analysis. Review of Educational Research, 54, 225-236.

Shepard, L. A. & Smith, M. L. (1990, May). Synthesis of research on grade retention. Educational Leadership, 49 (8), 84-88.

Shepard, L. A. & Smith, M. L. (1989). Flunking Grades: Research and Policies on Retention. London: Falmer press

Slavin, R. (1996, December). Reforming state and federal policies to support adoption of proven practices. Educational Researcher, 25 (9), 4-5.

Texas Education Agency (1992). Acceleration vs. remediation and the impact of retention in grade on student achievement. Austin, TX. Author.

ATTACHMENT I: GROUP ACTIVITY

Education Administration's Equivalent of Medical Malpractice [1]

Introduction/Abstract

Educators often claim that education is a profession. Thus, one must decide just what characterizes a profession and also what characterizes education as a profession. Once this has been done, questions remain about the practice of a profession. If education is a profession, then one must ask, "In other professions, if the shoddy practice of that profession can result in malpractice, how will educators make determinations of malpractice in education?" (This gets thorny if one criterion of a profession is the policing of its ranks by its members.)

The concept of "professor" is less well defined than many other education roles. If education is a profession, then education administrators have some claim to professional status. What about the professors who profess to teachers and administrators? Would they be painted with the same broad brush of professionalism? What constitutes malpractice for professors?

Activity

Work through the attached activity individually (or the transparencies, if available). In group settings of 2 to 4 compare your responses with the members in the group. Select a consensus of responses for each item and then complete a group sheet. We'll discuss these as we think about a role change from that of traditional "professor" or "administrator" to the concept of educator as professional, with attendant professional responsibilities.

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[1] Refined from a paper for NCPEA, 50th Convention, Corpus Christi, TX. 8/96.

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