

the analysis of problems to be attacked and planning for new approaches. (4) Workshop time may be provided for cooperative action projects. (5) A trained evaluator will assess each project in an attempt to determine the viable ingredients in the study.

#### FACET FOUR

##### STAFF DEVELOPMENT

*Project title: A project to train administrators for urban schools*

*Purpose.*—To give promising candidates for administrative positions in the Detroit Public Schools intensive training before promotion. The training program would be the final step in the selection procedure for beginning school administrators.

*Procedure.*—At the present time in Detroit, as in most school systems, teachers who seek administrative positions are required to complete several years as successful teachers, to take some courses in administration at the university, and to go through a selection procedure which consists of written examinations, satisfactory recommendations, and approval of an interviewing committee. Those who seem to possess the qualities of a good administrator are promoted.

The real training as administrators which they receive is on-the-job training after they are promoted. Many learn well by experience and go on to positions of more and more responsibility. Some do not learn or on the job fail to demonstrate the qualities required. These often remain in lower echelon administrative positions for years since their inadequacy is not so absolute as to justify dismissal or demotion.

The training program proposed here would be offered to candidates for promotion who had been selected through the regular promotion procedure. Successful completion of this procedure would gain them entry into the training program, not guarantee them promotion. Only those who completed the training program successfully would be placed on the eligibility list for promotion.

The training program would consist of six months of rigorous training in the theory and principles of administration followed by a six-month internship under a carefully selected principal. During this training period, the candidate would be paid at his regular salary rate as a teacher and would return to the classroom following the year of training. Many would be on the eligibility list for promotion at this point and would be promoted when a suitable vacancy occurred. A few who would be deemed not to have completed the training program successfully would continue as teachers.

The training in the theory and principles of administration would be provided by universities. Not all candidates would take exactly the same courses; each candidate's program would be determined by the director of the project in consultation with the candidate. While the inclusion of some courses in school administration, finance and budgeting, personnel administration, public relations, and cultural understanding are obvious, careful attention would also be given to learning modern business management, the understanding of data processing, and the psychology of leadership. Courses might be selected in departments of the University other than education. No degrees would be sought to avoid the limitations of degree requirements, although it is likely that credit earned could be applied later to the candidate's advanced training. The theoretical training would last for six months, from July through December or from January through June.

When the candidate had completed his theoretical training he would be assigned to an experienced, capable principal as an intern. He would be expected to function in much the same way as an assistant principal does, except that the emphasis would be on training and thorough evaluation. To achieve this evaluation, the director of the training program and university professors and the field executive would all participate in the evaluation of the candidate's work.

The target date for the first class would be January, 1967, but the director would begin planning and selection of candidates as early as September, 1966. The program would not become fully operational (one class in training and one class in internship) until September, 1967.

As an outgrowth of the Internship Experiences of Project FAST Facet 6, *Internship Experiences to Provide a Variety of "Cultural Exposures for Staff Members"*; a number of interns, counselors, have expressed an appreciation of the experience and knowledge they have received in the world of work. Many of them are now saying, "We were there! We know what the working world is like, and we now know what to sell to the youth today."