

A STUDY OF THE EFFECT OF VOLUNTEER
ASSISTANTS FOR TEACHERS IN READING
IN GRADE FOUR IN A MIDDLE-SIZE-
MIDDLE SOCIO-ECONOMIC AREA SCHOOL

Thesis for the Degree of Ph. D.
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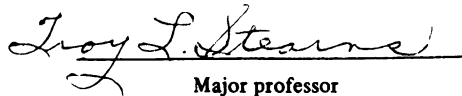
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ABSTRACT

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By

Yvonne
Dawn Elliott Davis

It was the purpose of this dissertation to compare the effect of using volunteer assistants for teachers in the area of reading in grade four in a middle-size - middle socio-economic area school with a group of students having no assistance.

This study described a project comprising two heterogeneous classes of forty-six students in one elementary school. An experimental group of students and a control group of students in both fourth grade classes were studied. The grade selected was deemed to be typical of the school population with one exception--a larger number of boys than girls.

The regular Lippencott reading program at Stringham Elementary School, Waterford, Michigan, was divided into eleven sections: Word Meaning, Paragraph Meaning, Spelling, Phonics, Syllabication, Word Study Skills, Usage,



Punctuation, Capitalization, Dictionary Meaning, and Sentence Sense. This corresponded to the areas which were to be pre- and post-tested on the Stanford Achievement Test.

Every day, several volunteers worked for one hour with those students in the treatment group in one area of reading, e.g., spelling. They would define, drill, test, review, and complete paper work assigned by the teacher. Often, the treatment group, of their own choosing, asked to take their work home for review.

Class periods were limited to two 30 minute sessions every day. There was no ability grouping. There was a great deal of individual help when needed and one volunteer worked with groups of three to five students at other times.

The relative effectiveness of the treatment and control groups was determined by students' performance on the Stanford Achievement Tests which were administered at the beginning and the end of the school semester. Comparisons were made on the students' performance on the reading sub tests.

The statistical analysis of this thesis included the tests given the students which were treated by using the analysis of variance, the analysis of covariance and PACER (see Agenda II). The F ratio showed that there was no significant difference between experimental and control groups of students after pre-testing.

Conclusions

It would appear as a result of the study that volunteer workers can contribute significantly to the improvement in reading of children. Volunteers will significantly increase scores in the areas on Word Meaning, Paragraph Meaning, and Spelling. These areas of reading were easier for them to explain and they felt more comfortable handling them. It would further appear that this can be accomplished in one hour per day in a heterogeneous group in which there is no ability grouping.

In the treatment group the high I.Q. defined as above 100 students gained 65 points on the total score and the low I.Q. students gained 63 points. A test for interaction between treatment and I.Q. showed no significance. This indicates that the treatment was better than no treatment for both high I.Q. and low I.Q. students.

Finally, females reached a higher level of reading achievement than did the males in both treatment and control groups.

The importance of the role that the teacher and volunteer workers can play in education is even greater when they merge into a cohesive and effective team. The interaction among people of different competencies attempting to measure changes in reading achievement in fourth grade pupils can bring about important learning. It is important that everything that can be learned about



Dawn Elliott Davis

how teachers and volunteer workers can effect changes
upon the difficult process of educating pupils be
studied.



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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Need for the Study	3
Methodology	6
Basic Questions	7
Program Objectives	8
Definition of Terms	10
Limitations of the Study	11
Structure of the Thesis	12
II. REVIEW OF LITERATURE	13
A Review of Early Literature	15
Recent Related Findings	31
III. DESIGN OF THE STUDY	40
The Research Problem	40
Selection of Population	41
Selection of Volunteers	43
Description of the Research	45
Basic Data	45
Method of Administration of Instruments	45
IV. PRESENTATION AND ANALYSIS OF THE DATA	49
Analysis of the Data	49
Other Data	59
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	66
Discussion of Findings	69
Implications of the Study	70
Recommendations	74



	Page
BIBLIOGRAPHY	78
APPENDICES	82

LIST OF TABLES

Table	Page
1. Means of the treatment and control groups on the pre-test and differences in means and significance level of differences on the analysis of variance	53
2. Means of treatment and control groups on post-test and differences between means and significant levels of the differences from analysis of covariance	54
3. Simple correlations of I.Q. with standard achievement test gain scores (post-test minus pre-test) for both treatment and control groups combined	56
4. Means of males and females on port-test scores and differences in means and significant levels of the differences from analysis of covariance	58
5. The means of teacher one's students and teacher two's students on post-test scores and differences in means and significance levels of the differences from analysis to covariance.	61
6. Significant levels of interactions of treatment, teacher and sex obtained from the analysis of co-variance	62
7. PACER (TM) system analysis	63
8. PACER (TM) system analysis	64

CHAPTER I

INTRODUCTION

The enlarged and more complex role of teachers, an increase in school enrollment and continued failure of millage proposals have caused educators at all levels to seek ways of solving the current educational dilemma. Problems of school districts can be expected to increase rather than be alleviated.

Within this general framework of educational problems is one problem only too familiar to most classroom teachers. As each year progresses there seem to be more children in the classrooms with some type of learning disability. The terms used to describe these children are many. They are sometimes referred to as slow learners, perceptually handicapped, minimally brain damaged, hyperkinetic, etc. Although special classrooms have been set aside to deal with some of these children, many children throughout the schools still require an individualized approach in methods and materials tailored to meet their needs. Effectively meeting the needs of the individual child becomes the primary problem of all teachers desiring personal and professional satisfaction.



During the fall of 1967, the staff at Stringham Elementary School in the Waterford School District recognized that a large number of students were not reading at grade level. In order to combat this problem, in-service workshops were held with the staff to identify below grade level students and to examine avenues that would insure success in reading.

After reviewing the designs of other programs, the volunteer teacher-aide program was described, and examined. The teachers decided to develop a teacher-aide program with in-service training for themselves and the aides to determine whether such a program would help the below grade level reader in a middle-size - middle socio-economic area school.

The study was designed to compare the effect of using volunteer assistants for teachers in the area of reading in grade four in a middle-size middle socio-economic area school with a group of students having no assistants. This study described a project comprising two heterogeneous classes of forty-six students.

The curriculum area most basic to academic success is that of reading, according to Russell and Fea¹ in "Research on Teaching Reading" in the Handbook of Research

¹David H. Russell and Henry R. Fea, "Research on Teaching Reading," Handbook of Research on Teaching (Chicago: Rand McNally and Company, 1963), p. 865.

on Teaching by N. L. Gage. It is in this area, too, that the individual differences of children become most apparent. The significance and importance of this research, is to present the framework for a program utilizing volunteer aides for help in the elementary reading program.

The concern of the professionally qualified teacher is that non-certified personnel hired to assist teachers in the classroom may somehow usurp the professional prerogatives of these same teachers. For this reason, many pilot programs, to date, have described this assistant as a clerical helper, per se; one who assists with attendance records, milk count, supervision of the lunch room, halls, playgrounds, etc. Such help does relieve the teacher of mundane tasks. The difficulty is that many of these tasks are to be performed during relatively narrow and specific times of the school day.

Need for the Study

Many persons from various segments of the population have expressed dissatisfaction with the economic and social fabric of society and hold the school chiefly responsible. These people contend that the school has given inadequate response to the shifting vocational scene and demands of advanced technology. Change, they say, is evident in all facets of evolving life except the organization, personnel and processes in the American

school. The school's relationship to the community, its design and structure, its staff and its population are not keeping pace with the expectations of the new community. Finally, they hold that the human equation in the classroom--the teacher-pupil and pupil-pupil interaction--has, with rare exceptions, remained fixed and immutable.

Many of the above charges are not new. None can be dismissed without consideration. Many educators themselves believe that one causative factor in the prevailing rigidity in school systems is that persons who have been successful in traditional patterns of teaching behavior are the standard setters, the evaluators of new staff, and the decision makers in school. Another obstacle to educational change is the overemphasis by school systems, by professional associations and by many educational researchers upon role differentiation--that process whereby professionals are set apart with particular reference to status and role prerogatives. Such a process usually involves rigid definition of functions universally applied, regardless of particular needs and available resources in a given situation at a given time.

Several convergent forces have had catalytic impact on the static and self-perpetuating structure of the educational enterprise:

The gap between expanded needs for school services and the availability of professional personnel to meet these needs reached critical proportions in the late sixties; New dimensions in educational concepts and technology required a more complex role for teachers; Heightened awareness of the special learning needs of young children, and a developing insight into the communication blocks that often exist between middle-class professionals and disadvantaged children called for closer linkage of school and community; The plight of the under-educated person, unable to compete in an increasingly automated society pointed to the need for a new entry level to careers of human service with opportunity for upward mobility on the job; Finally, and most importantly, new resources became available to school systems through OEO, MDTA, Title I of ESEA, the Nelson-Scheuer Amendment to the Poverty Act, and the Javits-Kennedy Act for Impacted Areas, all of which provided Federal funds for the employment of low-income persons who lacked the traditional certification for education.²

Studies involving reading research are numerous and attack many facets of the total reading problem situation. There are a large number of studies using paraprofessionals as volunteer workers in the classrooms of the inner city or with disadvantaged children. Therefore, it would seem that some attempt might be made to inaugurate a reading program using volunteer workers in a typical middle-class classroom situation that would incorporate the implications of such studies.

It is the purpose of this study to attempt to design a teacher-aide program in grade four to compare the using of volunteer assistants for teachers in the area of

²Garda W. Bowman and Gordon J. Klopff, New Careers and Roles in the American School (New York: Bank Street College of Education, 1968), p. 6.

reading in a middle-size middle socio-economic area school with a group of students having no assistants. As a result of the exploration of this study it is hoped this information will be of some help in setting up future study guidelines and useful information will be secured in the following areas: (1) provide more individual attention by concerned adults, more mobility in the classroom, and more opportunity for innovation; (2) render the teacher's role more productive in terms of pupil outcome; (3) increase the scope and effectiveness of other professionals; (4) provide meaningful work for the volunteer worker which would contribute to his own development and to the needs of society; (5) give the volunteer workers the opportunity to study child development; (6) provide academically talented students with reading assistance compatible with their abilities.

Methodology

This study was designed as an effort to find answers to many questions considered important by the principal and faculty of an elementary school with 300 students. The primary effort was directed toward the evaluation of the progress of fourth grade children, who received extensive help from volunteer workers over a period of six months. A matched group of pupils in the same school and same grade receiving regular classroom instruction was surveyed to provide a comparison.

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Data was collected from forty-six pupils enrolled in two classrooms in an elementary school in Waterford, Michigan. Two teachers of similar training participated in the study. One was female, one male. Thirty volunteer workers with varied educational backgrounds were selected to participate in this research.

In the control classroom situation, reading was taught in the routine manner prescribed by the curriculum of the school system in which the Lippencott Text and workbooks structured the reading program. The experimental or treatment groups were taught the same material, but taught in diverse ways depending on the individual needs of the pupils in the treatment groups as diagnosed by the teacher. They had more freedom of movement, more small groupings, more independent activities than would be feasible for the one teacher often operating under difficult teaching conditions.

Basic Questions

The basic questions pertinent to the study were as follows:

1. Is it possible for children who receive extra help in reading improvement by volunteer workers over a six month period to have higher reading scores than children who have not received extra help?

2. Will the total scores of the Stanford Achievement test be higher for the treatment group?
3. In which areas of reading are the volunteers most effective in aiding?
4. Will this special treatment have a greater effect on the students with a higher I.Q. than on students with a lower I.Q.?
5. Will females in both the treatment and control groups reach a higher level of reading achievement than the males?

Program Objective

This program for utilizing volunteer teacher's aides for help in the elementary reading program was intended to broaden the view of those who are contemplating the use of auxiliary personnel in their schools.

The success of any program is dependent upon thoughtful planning, careful selection of personnel involved and evaluation procedures whereby adaptations of any pilot program can be made.

Through a pilot study it was hoped to demonstrate:

1. How to do the most with very little money.
2. The positive effects of the use of many different types of people to assist teachers.

Among the volunteers who will assist teachers will be:

- A. Consultants
 - 1) Director Intermediate School District Reading Clinic Ph.D.
 - 2) Clinicians--Masters
 - B. Reading Interns--Masters
 - C. Michigan State University Student Teachers
 - D. Oakland Community College Students
 - E. High School Teacher-Aides and Older Teacher-Aides
 - F. Mothers (variety re: qualifications)
 - G. Volunteer Librarians (mothers)
 - H. Lay Personnel for Noon Hour
3. To Oakland Community College the need for pre-service teaching program for volunteers for elementary schools (workshop).
 4. To the Waterford School System and Oakland County Intermediate District results which will indicate continued direction for both districts in the use of volunteers of various types to assist classroom teachers.
 5. The development of an education professions hierarchy with provision for upward mobility.
 - A. High School and college students will become teachers.
 - B. Parents will become more and more useful as volunteers as they acquire higher levels of skills. Some may take college work to go into the profession.

6. The Stringham Community School can package the teaching materials developed for the pre-service video training--tape-slide sequences--manual for workshops.

Definition of Terms

Terms used are defined in appropriate places in the body of the thesis. However, in order to make clear the initial presentation, certain terms are defined here. These terms are: reading, volunteer workers, auxiliary personnel, paraprofessional, teacher-aide and routine classroom procedure.

Reading refers to the program used in the school to develop the part of the curriculum usually referred to as "reading" or Language Arts. The connotations given to reading in the experimental program are defined in Chapter III.

Volunteer workers is used interchangeably with Auxiliary Personnel, Teacher-Aides and Paraprofessionals, and is used to denote employees, who, though lacking the traditional requirements for the education profession, perform functions as defined by Webster's New World Dictionary, i.e., they "help, assist, and give aid and support" to the learning-teaching process.

Paraprofessionals also covers various areas of activity such as library services, noon hour supervisors,



assistance in the classroom and home-school relations, in which assistance is needed.

Routine classroom procedure was the term applied to the process of reading instruction carried on in the control classroom situations. In this study it was referred to as "the way reading was usually taught." This involves a presentation involving: (1) regular assignments to be read in the text; (2) following the sequence of the text; (3) requiring the students to complete most of the questions and answers in the text and workbook; (4) direct correlation with other classes; (5) "extra" help for slow learners; (6) additional time other than in class to complete assignments; (7) drill on "grammar"; and, (8) homework when necessary. Occasionally supplementary readers and S.R.A. materials are used.

Limitations of the Study

Specifically the study was not concerned with:

1. The evaluation of the existing routing classroom presentation.
2. The evaluation of textbooks.
3. The evaluation of the curriculum.
4. The number of children in the study.
5. The limited socio-economic racial variability.

The study was specifically concerned with ascertaining if it was possible to upgrade the reading

achievement of only randomly selected fourth grade children with the assistance of volunteer workers working one hour every school day for six months.

Structure of the Thesis

Chapter I contains a review of some of the developments in the teaching of reading and of some forces in society that have given rise to the need for the study. Basic assumptions and terms have been described. Chapter II will be concerned with a review of the previous literature that is pertinent to the use of volunteer workers, literature pertaining to learning theory that is particularly applicable to the study, and a review of current literature regarding present practices of the use of volunteer workers in the elementary school. Chapter III will deal with the research problem, methods of investigation used in the study and a description of the research. Chapter IV will present an analysis of data and statistical findings. Chapter V presents a summary, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Studies that relate to the emerging concept of auxiliary personnel in education as an aid to teachers are becoming numerous and have resulted in a new body of literature. Some projects have been reviewed by others. Selected portions of these reviews have been abstracted. These will reflect information and concerns pertinent to the present study.

School teachers today would probably balk at many of the non-instructional duties expected of their predecessors in the one-room school of several generations ago. Conversely, yesterday's one-room school teacher might resign on the spot if he were suddenly introduced to a modern elementary school classroom.

To take the place of the snow-shoveling, the hauling of water, and the hewing of wood which used to be a part of teaching, there are now many other duties. Ordering films, setting up a projector, making transparencies, or setting up a resource library, all take valuable time. The corners of the teacher's day are nibbled away by milk money collections, attendance reports, clean-up chores, and other

details. Preparation for teaching takes much time, too. The teacher of today does not plan one lesson for all the children in his class; he is expected to individualize instruction to suit the needs of each of his pupils and hopes to spend time with each child each day. Today's teacher, far from being responsible for only the 3 R's, teaches in a rapidly changing world. In addition to keeping up with his students' knowledge of moon probes and atomic energy, the teacher has many meetings to attend and at the same time is expected to keep up with new ideas in his field through graduate courses and in-service work.

All of these things may be considered a part of the teacher's job, but some are more directly related to teaching than others are. Every moment a teacher spends on the non-instructional phases of his position reduces the amount of time he has to spend on the real purpose for which he is hired--teaching.

Increasingly in recent years, the suggestion has been made that the teacher should be free to carry on the instructional part of his job and that someone else should handle as many of the non-professional duties as possible. Staff members--known as teacher aides, paraprofessionals, or auxiliary personnel--have appeared in the schools.

Since teacher aide is the most frequently used term, this term will be used in this study.³

The training and utilization of relatively unskilled low-income workers in the public service is not a new phenomenon. In the United States an organized program based on this concept was first developed under the Works Projects Administration and the National Youth Administration more than thirty years ago. Particular emphasis was placed on this concept in the NYA, when unemployed out-of-school youth, as well as potential drop-outs, were trained and placed as nonprofessionals in the human services. Terminated in 1943, the NYA appeared to have no concrete programmatic follow-up for the continued utilization of auxiliary personnel, but the idea had been implanted in this country and its application was progressively strengthened during the 1940's in the fields of corrections and health.⁴ Short, concentrated courses of training in the services enabled men to assist professionals in many areas of work, e.g., corpsmen.

A Review of Early Literature

Selected readings from the early literature show the first post-depression report of teacher-aide

³Mary D. Shipp, "Teacher Aides: A Survey," The National Elementary Principal, XLVI, No. 4 (May, 1967), 30-33.

⁴Gordon Klopff, Garda W. Bowman and Adena Joy, A Learning Team: Teacher and Auxiliary (Washington, D.C.: Bank Street College of Education, April, 1969).

utilization appeared in 1942. So-called "helpers" were hired then because qualified teachers were not available, nor were the funds with which to pay them. Greenshields⁵ describes the employment of teacher-helpers as an emergency measure, one which should only be followed when professionals are not available. Yet, in retrospect, the concluding paragraph of the report would seem to indicate that the utilization of non-professionals produces positive effects in its own right and therefore should not be thought of solely as a "stop gap" procedure. The report states:

In our experience the teacher helper soon becomes a very valuable assistant to the regular home room teacher. The helper becomes quite expert at checking seatwork, supervising the children during their work and study periods, assisting the teacher in many types of project work, . . . taking charge of some drill work and handling small groups in sight reading. We have found that one teacher can do a thorough job with as many as forty pupils if she has the assistance of a teacher helper for one-half day.⁶

Greenshields also notes that all helpers employed were only high school graduates, and none had had any college training. There are no reports of a follow-up to this program. It does stand as a beginning, and a beginning with promise.

The modern teacher-aide movement appears to have begun in 1952, in Bay City, Michigan, with a Ford

⁵M. J. Greenshields, "Big Timers' Teacher-Helper Plan," The American School Board Journal, CIV (1942), 20.

⁶Ibid., p. 20.

Foundation sponsored project entitled, "A Cooperative Study for the Better Utilization of Teacher Competencies." The employment of teacher-aides was only a part of the project.

This program was devised to cope with the teacher shortage and to increase teacher effectiveness by freeing teachers from disproportionate nonprofessional functions. In the May 11, 1956 issue of U.S. News and World Report it was stated that in the Bay City program, before aides were hired, an investigation was made to determine if they were needed. This was done through a job analysis and time study of teachers' classroom routines. The local branch of a chemical company showed the educators how studies of workers' routines are made in factories. Two men sat in many classrooms, day after day, using stop watches to time every move the teachers made.

The check showed that nonteaching duties consumed from 21 to 69 per cent of the teachers' time. This confirmed the thinking of the program's sponsors--that better use should be made of teachers' talents.

For three years, aides were placed in the most crowded classrooms--if the teachers wanted them. They were in classes where there were from 40 to 55 pupils, from kindergarten to the eighth grade.

The results show that a typical teacher could spend: 89 per cent less time correcting papers; 83 per cent less time monitoring written lessons; 76 per cent

less time taking the roll; 61 per cent less time moving groups of pupils around; 36 per cent less time disciplining pupils; 25 per cent less time preparing reports. Thus, a typical teacher now had: 105 per cent more time to prepare lessons; 57 per cent more time to hear recitations; 41 per cent more time to supervise activities such as art; 27 per cent more time to help pupils at their desks; 20 per cent more time to make lesson assignments.

The Bay City program stands today as the most reported on program regarding teacher-aides. Bay City's work with teacher-aides has served as a prototype, but it does not directly parallel the current movement since most of the aides employed had some college training.

An appraisal of the work at Bay City appeared in the Journal of Teacher Education, sponsored by the Journal, Central Michigan College and the Director of the project.⁷ Six educational specialists including a classroom teacher visited the classrooms involved for two days and submitted separate reports. In summarizing their findings, there was a general agreement that aides should not be considered replacements for teachers, and they did not justify an extra large class size. The Fund for the Advancement of Education (The Ford outlet which sponsored the program), is

⁷Journal of Teacher Education, "A Symposium: The Bay City, Michigan, Experiment--A Cooperative Study for the Better Utilization of Teacher Competencies," Journal of Teacher Education, VII (1956), 100-152.

accused of allowing subjective impressions to circulate as absolute fact, while on the other hand there are reports of parents, teachers and pupils being enthusiastic about the aides. The Journal concludes:

We believe--the Bay City Experiment will prove its worth. We believe that it may have real value as an emergency plan to help relieve over-crowding until we get the needed teachers and classrooms. It will make valuable contributions to teaching. That these contributions may not be as gigantic or as radical or even in the areas its proponents are not claiming, is not too important. It is important that its sponsors lay on the line real proof of what it can do and what it cannot do. We hope to see more, not less, experimenting with it by local school districts.⁸

Several months earlier in the Journal of Teacher Education, Douglas Scates⁹ expressed great concern lest teachers become administrators removed from the pupils. He argued that "Teaching is a personal matter, and so is learning . . . let us not take the best teachers away from the children. There is no other spot in the world where they can be equally as important." Such a program would not only fail to alleviate the teacher shortage, but would compound it by removing the best teachers from the pupils. Wirth¹⁰ stated a similar argument.

⁸ Ibid., p. 151.

⁹ Douglas Scates, "The Prior Meaning of Increases in Teaching Staff," Journal of Teacher Education, VII (1956), 82-88.

¹⁰ A. Wirth, "A New Hierarchy for the Teaching Profession," Changing Education, I (1967), 3-5.

Five years later, the final report of the project, published by Central Michigan University, Department of Special Studies (1960), cited these conclusions:

- A. Teachers with aides spent more time on instructional activities.
- B. It was sometimes impossible to distinguish clearly between teaching and non-teaching duties.
- C. There was no noticeable change in teaching methods.
- D. There was little objective evidence bearing on the quality of instruction in classrooms with teacher-aides as opposed to those without.
- E. Teacher-aides facilitated better deployment of teachers and experimentation with staffing.
- F. Teacher-aide practices had little effect on over-all costs of instruction.
- G. Many teacher-aides were potential recruits for teaching. The report recommended consideration for teacher-aides when conditions make normal class size impossible.¹¹

While observers of the Bay City plan were concerned about the removal of the master teacher from his students as well as increasing class size as a result of the aide's presence, some saw the innovation as a means of helping teachers increase their effectiveness.

Still others felt there were ways to update the teaching profession and to increase the effective scope of the professionally competent person by relieving him of tasks that did not require professional wisdom or skill.

¹¹ Richard Wynn and Richard DeRemer, "Staff Utilization Development and Evaluation: Subprofessional and Para-professional Personnel," Review of Educational Literature, XXXI (October, 1961), 394-395.

The thinking on teacher-aides at this point, depended upon one's perspective. John Deason reviewed fifty-six of the fifty-nine articles on teacher-aides appearing in the literature between 1942 and 1957. He noted:

It is perhaps significant that, almost without exception, authors who are involved in some way with a teacher-aide project are favorably impressed, while by and large, those who are critical are not connected with any experiment in this field.¹²

Deason summarized the points made by those who are critical:

- (a) Justifying larger classes by using teacher-aides constitutes a threat to the welfare of children.
- (b) Not all teachers, even good ones can work with aides.
- (c) Measuring results accurately is difficult.
- (d) There is a danger of a return to rote learning and the possibility of a departure from facilitating broad learnings.
- (e) Dividing the experiences of students into curricular activities and non-curricular activities seems questionable.¹³

Defendents of the program made these points:

- (a) . . . a temporary measure in time of crises.
- (b) Possibility of the plan as a teacher recruitment device.
- (c) Enrichment of the curriculum through the efforts of outside talent.
- (d) Creation of a wholesome atmosphere which encourages wholesome personality development.

¹² John Deason, "What They Say About Teacher-Aides," School Executive (December, 1957).

¹³ Ibid., p. 59.

- (e) Greater involvement of lay citizens in worthwhile activities.
- (f) Slightly higher achievement on the part of students in classes with aides.¹⁴

Recent literature in this field discloses a slow change in attitudes toward the use of teacher aides. There are far more studies with positive findings. Some of the studies or reports are descriptive. Other reports are presentations of empirical analytical findings.

Trump¹⁵ was the first to report a significant purposeful restructuring of the teacher function into six distinct categories: professional teacher, para-professional assistant, clerk, general aide, community consultant and staff specialist (Trump's para-professional assistant would probably be a college student). This was provision for non-professional employment at different levels, although movement from one level to another wasn't considered. The plan is far removed from present proposals, but it appears as one of the first attempts to meaningfully integrate the nonprofessional into the overall school design. In 1962, Clement¹⁶ proposed a similar approach. He envisioned a team approach which would utilize the services of all

¹⁴ Ibid., p. 60.

¹⁵ J. Lloyd Trump, "A Look Ahead in Secondary Education," National Association of Secondary School Principals Bulletin, XLII (1958), 5-15.

¹⁶ Stanley L. Clement, "More Time for Teaching," National Association of Secondary School Principals Bulletin, XLV (1962), 54-59.

personnel. By emphasizing specialization and using the experiences unique to each individual, the author felt the student would receive the most valuable contribution each participant could give. This approach continues in the current movement.

In Nation's Schools, Cutler¹⁷ reported the results of a nationwide survey which found that most educators were highly enthusiastic about using teacher-aides (including a finding reported by educators that children are more respectful towards all adults after having an aide in their classroom). A report on the results of a teacher-aide project in Snyder, Texas, was noted by Nesbit and Johnson. They said:

Teachers are able to do a higher level of teaching by being relieved of such clerical tasks as mimeographing

In addition to teaching better, the teachers are enabled to grow more in professional skill through enriching the content of their courses, trying out new techniques made possible by better planning, and by concentrating their entire energy on professional duties.¹⁸

The utilization of aides in a program in Berkeley, California, reported the following implications:

1. To initiate a program for the utilization of aides is a difficult and delicate operation, which calls for a restructuring of preservice education for

¹⁷Marilyn H. Cutler, "Teacher Aides Are Worth the Effort," Nation's Schools, LXXII (April, 1964), 67-69, 116, 118.

¹⁸P. Johnson, and W. O. Nesbit, "Some Conclusions Drawn From the Snyder, Texas, Project," National Association of Secondary School Principals Bulletin, XLIV (1960), 63-75.

- teachers in which they learn to share with aides their responsibilities to children in the classroom; and new training approaches and techniques for the preparation of auxiliary personnel.
2. Since the perceptions and abilities of aides and of teachers are major determinants in the success of any program of aide utilization, great care must be exercised in the selection process.
 3. Some type of individual observation and evaluation with opportunity for feedback and discussion of specific cases holds great promise for improvement of utilization of auxiliary personnel.
 4. Continuous, intensive in-service education for all school personnel is essential, with the leadership for such education residing in persons not directly responsible for the school program.
 5. Released time for planning by teachers and auxiliaries should be included in the school schedule each day.¹⁹

Through a comprehensive PACE program to utilize all available inter-community resources, educators, in Riverside, California, gave minority group children the opportunity to interact with educators, scientists, artists, athletes, public employees, and various civic and cultural representatives. The program sought to promote the active involvement of senior citizens by enlisting their talents, interests, and vital enthusiasms to help educate and enrich the experiences of disadvantaged students.

Officials stated that the project helped to establish a dynamic inter-relationship between the young and the very old in the community, with the aim of stimulating value judgments, increased levels of

¹⁹ Karl Openshaw, Adrena Joy, Jerome Gilvert, "Abstract of Auxiliary Utilization Program in Berkeley, California," A Learning Team: Teacher and Auxiliary (1969), 130-135.

aspirations, and higher goals. Interaction was fostered through concerts, demonstrations, lectures, or informal gatherings, using a variety of stimulation aids such as films, slides, or recordings. Other activities included group participation in visual art, drama, and dance programs, or instruction in sewing, in the culinary arts, and in wood-working.²⁰

Nearly eight hundred of New York's school districts were surveyed by Santor²¹ to determine the status of teacher-aide programs and he found 51 per cent of the districts using a total of 2,389 aides and reporting "exceedingly favorable results"; Saylor²² and Singer²³ separately called for experimentation in the utilization of teacher-aides with Saylor taking the attitude that:

The organizational pattern of the school will not develop outstanding teachers, it can only enable outstanding teachers to work most effectively with students in a learning situation.²⁴

²⁰Richard R. Goulet, "Cultivating a New Crop of Human Resources with ESEA Title III," The National Elementary Principal, XLVI, No. 6 (May, 1967).

²¹Eugene Samter, "The Teacher Aide--An Aid in Teaching?" New York State Education, LI (1963), 21.

²²Glenn Saylor, "What Changes in School Organization Will Produce Better Learning Opportunities for Individual Students?" National Association of Secondary School Principals Bulletin, XLVI (1962), 102-109.

²³Ira J. Singer, "Survey of Staff Utilization Practices in Six States," National Association of Secondary School Principals Bulletin, XLVI (1962), 6.

²⁴Saylor, op. cit., p. 109.

As the foregoing indicates, aides seem to have become an acceptable part of the educational setting.

Anderson summed up this shift in attitudes:

Only a decade ago, when pilot projects in the use of teacher-aides and other non-professional assistants first began to appear in the literature, the predominant reaction of the profession was negative, even hostile. In 1964, it is rare to find discussions of utilization of school personnel in which non-professionals are not considered a welcome addition. However, despite what appeared to be a widespread endorsement of supplementing and reinforcing the professional staff, there is not yet much evidence that school systems are committing substantial sums to this purpose.²⁵

Goulet,²⁶ Chief of the Dissemination for the Bureau of Elementary and Secondary Education, U.S. Office of Education researched the Logan City, Utah, Title III communication skills project. Educators in Logan City were interested in the student in the middle academic range who was neither high nor low on the scholastic ladder and who was quite often ignored. The "C" student who got by but never distinguished himself often was left in the educational limbo, these educators felt, because he belongs to neither of the extremes which attract attention.

Senior students in a teacher education program at nearby Utah State University were recruited as special tutors to work with underachieving students in an effort

²⁵E. W. Anderson, "Organizational Characteristics of Education--Staff Utilization and Development," Review of Educational Research, XXXIV (1964), 455-466.

²⁶Goulet, op. cit., p. 52.

to improve their reading and writing skills. As students learned to express themselves verbally about what they read, they gained the ability to develop ideas for written expression. Tutors helped them expand ideas through discussion. They then showed them how to organize their ideas and put them into good prose.

Tutors were required to have a good understanding of children and some knowledge of child psychology. They themselves have to be competent in reading and writing skills and be able to evaluate another's writing. They also had to have the ability to stimulate and involve their students.

School officials believed that the close relationship between student and tutor stimulated students to achieve in other areas, while the strong guidance of the tutors would enable them to advance substantially in communication skills.

Gilbert²⁷ in his summary as Director of Auxiliary Utilization in Berkeley, California, stated that to effectively educate the children the school must ally itself with all persons who substantially influence the education of these children. Desired changes in children's behavior may be most successfully achieved when the school assumes the responsibility for marshalling all persons who

²⁷Jerome D. Gilbert, "Report of Director," New Careers and Roles in the American School (Bank Street College Publication, 1969), 107-109.

mainly affect that behavior at each age level, such as parents, other adults, older children, and peers. An improvement in reading ability among upper grade children has been observed by aides and teachers. All teachers expressed the belief that the aides were a tremendous asset in promoting a good climate in the classroom and a higher level of learning for the children.

Davis,²⁸ in an experiment in the Fennville, Michigan, school system endeavored to measure effectiveness of a teacher with and without aides, using the teacher-aide as the independent variable in an experimental-control design, and test scores as dependent variables. He found that the more able students (identified by scores on the California Tests of Mental Maturity), benefited the most from having teacher-aides in their classrooms. They achieved higher test scores, more sign-ups for the next course, fewer days absent and higher marks than did the matched control group. The less able students appeared to benefit most in control group situation (the class without the teacher-aide). Davis stated that the difference in gains may be due to the ability to adapt oneself to a new situation.

²⁸Donald A. Davis, "The Fennville Teacher Aide Experiment," Journal of Teacher Education, XIII (June, 1962), 189-190.

By watching and recording almost every activity of teachers without aides and those with aides, Stafford²⁹ found:

- (a) Teachers with aides spend more time on professional activities;
- (b) Teachers with aides spend less time on nonprofessional activities;
- (c) Teachers with aides spend less time with individual pupils than do teachers without aides.

Stafford added that the combined individual attention given the child by the teacher and the aide exceeded the attention given the child by the teacher in an unaided room.

A study which attempted to reinforce the idea that individuals other than certified teachers can contribute to the teaching learning process was reported in Time Magazine in October, 1966:

When one below-average student tries to teach another, both improve far more than they would under normal schooling conditions. So at least has been the experience of Manhattan's Antipoverty Mobilization for Youth Program, which three years ago set up a "homework helpers" project that paired high school students as after-hours reading tutors with academically backward grade-school children, most of them Negroes and Puerto Ricans from the city's depressed Lower East Side As it turned out, the high school students did even more learning than the children they were hired to teach. According to a study conducted by Columbia University, a sampling of the 2,000 tutored youngsters advanced an average of six months in reading ability during one five-month period; their untutored classmates improved by only three

²⁹Curt Stafford, "Teacher Time Utilization With Teacher Aides," Journal of Educational Research, LVI (1962), 82.

and one-half months. But 100 tutors who were tested--many of them below eighth-grade standards in reading skills--picked up an average of three and one-half years in reading ability. Faced with the responsibility of helping younger children, teen-agers with a previous record of hostile indifference to schooling were transformed into alert, highly motivated students.³⁰

A study which depicted the value of a non-professional teacher (not merely an aide) was conducted and evaluated by Greenleigh Association, in cooperation with the Office of Economic Opportunity, the Office of Education and the Welfare Administration and reported by Greenberg.³¹ He stated that the project was designed to test the efficiency of four reading systems on functionally illiterate adults (those whose reading level was below 5th grade).

The adults were taught with these systems by either:

- (a) A college graduate
- (b) A certified teacher.
- (c) A high school graduate.

The results indicate that high school graduates were able to attain certain unique results.

On the basis of Iowa test scores alone, teachers who had no more than a high school education were more effective. Therefore, in planning for adult basic education, persons who are high school graduates should be considered an important

³⁰Time Magazine, October 21, 1966.

³¹Barry Greenberg, "Review of Literature Relating to the Use of Non-Professionals," New Careers Development Center, New York University (1967), 1-16.

resource and should be recruited. The fact that the majority of high school graduates, unlike the college graduates and certified teachers, were Negro and the majority of students were also Negro may have contributed to the better success in terms of gain scores of the high school graduate.

The report further states:

They (the high school graduates) showed a capacity to learn, had an interest in the academic and social advancement of the undereducated adult, showed ability to relate to adults and indicated an interest in continuing in the field of adult education.³²

Recent Related Findings

A PACE project in Arlington, Massachusetts, was intended to improve the learning situation for boys in grades K-2 by providing male teacher aides with whom the boys could identify. The program was based on the theory that the boys need to be around men not only at home but in a learning context as well. Boys with learning problems are often those from fatherless homes or where fathers give little time to the children. Educators in Arlington felt that a man in the classroom who valued learning could show boys that school activities could be masculine and might provide a new image of learning for them. The attention of a male tutor might replace the visits to the school guidance counselor for costly remedial work.

The experiment involved six schools in Arlington and 600 public school pupils in kindergarten and first and

³²Ibid., p. 10.

second grades. Aides were recruited from the graduate schools in the Boston area and from members of the Arlington community. The teacher aides did not need to be trained or experienced in teaching, but emphasis was placed on using men who were imaginative and creative and who enjoyed learning and working with children.

Aides worked in the classroom for about two hours a day, assisting in the teaching of the basic skills. In addition, each aide conducted tutorial sessions with small groups of boys who had already repeated a grade or who had trouble learning. These sessions were informal, and the activities were determined by the boys' needs.³³ The project was so successful that the number of aides have doubled.

Wolman and Shelley³⁴ reported on the use of volunteers as "Teacher-Moms" for severely disturbed youngsters. Following a successful experiment in Elmont, Long Island, on the educational habilitation of schizophrenic children, the National Institute of Mental Health sought to discover whether the Elmont experience with these children could be duplicated in other types of communities. The first year's experience has already indicated success. The volunteers came away exhilarated by the opportunity to

³³Ibid., p. 50.

³⁴Thelma G. Wolman and Florence D. Shelley, "Volunteers in the Public School," National Elementary Principal (May, 1967), 34-37.

work effectively, gratified by obvious progress accomplished and eager to participate the following year.

Another successful demonstration of the effectiveness of the volunteer has been shown in pre-kindergarten programs in New Rochelle, New York,³⁵ and other parts of the country.

In 1967, the New York City Board of Education trained parents and others in "Spanish Harlem" to work in classrooms to strengthen communication between home and school and to foster a greater mutual understanding, as well as to provide more individual attention for pupils.

The project was unique in that it offered members of the low income area who had at least an eighth grade education an opportunity to attain professional status as teachers. Candidates chosen for the project had to demonstrate a willingness to advance in responsibility and education as well as an ability to work well with children. They began by performing simple tasks to assist the teacher who herself was studying to gain a greater understanding of Puerto Rican and Negro cultures. The assistant received training in teaching skills from New York University professors. She also had frequent conferences with cooperating teachers. The assistant was salaried, a factor which often enabled her to remain in the program. An assistant with the ability and desire to progress did

³⁵Ibid., p. 37.

advance, through study and experience, to the positions of teacher associate, teacher, and supervising teacher.

The program also had important advantages for the school. Relieved of many nonteaching duties, the teacher could devote herself more fully to the students. Pupils received greater attention in the classroom and benefited from having a member of their own neighborhood in a position of authority at the school. Puerto Rican and Negro children had persons from their cultures to emulate, while white children overcame prejudicial attitudes by seeing a Negro or Puerto Rican as a leader.³⁶

The Lincoln Parish School Board, Ruston, Louisiana, with assistance from the Gulf South Research Institute Staff, conducted a ten week pilot student-teacher aide program in which seventy-two college education majors worked as teacher aides in eight high schools and elementary schools for approximately ten hours a week. An orientation program was conducted to instruct them concerning duties and responsibilities, and seminars were held to help coordinate the program. An evaluation program involved analysis of aides' and teachers' use of time in terms of specific instructional and non-instructional duties, analysis of teacher aid questionnaires, and summary of teachers' and administrators' comments at the termination

³⁶Goulet, op. cit., p. 52.

of the program. Conclusions were that college education majors were well qualified to fill teacher-aide positions; that they gained valuable on-the-job experience as such; and that the working relationship between colleges of education and local school systems served to strengthen the educational curriculum on the college level.³⁷

Bank Street College of Education in New York City, studied, for the Office of Economic Opportunity, fifteen programs for the nonprofessional, from Maine to California. A variety of research techniques were used, including a pre-post administration of a role perception instrument, process observations and interviews with key people. Some of the significant gains attributed to nonprofessional programs were:

1. For the pupil, by providing more individual attention by concerned adults, more mobility in the classroom, and more opportunity for innovation;
2. For the teacher, by rendering his role more productive in terms of pupil outcome, and more manageable in terms of teaching conditions;
3. For the other professionals, by increasing the scope and effectiveness of their activities;
4. For the auxiliary, by providing meaningful employment which contributes to his own development and to the needs of society.
5. For the school administrator, by providing some solution--not necessarily the solution--to his dilemma of increasing needs for school services, coupled with shortage of professionals to meet these needs;

³⁷ Educational Resources Information Center, Research in Education, V, No. 3 (March), 93.

6. For family life, by giving auxiliaries, many of whom are or may someday be parents, the opportunity to learn child development principles in a real situation.
7. For the community at large, by providing a means through which unemployed and educationally disadvantaged persons may enter the mainstream of productivity.³⁸

In addition to these considerations, there were other specific benefits which could be derived from the utilization of indigenous personnel as auxiliaries in schools serving disadvantaged neighborhoods.

The auxiliary who has lived in disadvantaged environments often speaks to the disadvantaged child in a way that is neither strange nor threatening. This cultural bridge is an asset even if there were no need to provide jobs for the poor.

The low-income auxiliary, having overcome some of the difficulties and frustrations the child now faces, may motivate the child to further effort. His very presence in a role of some status in the school says to the child: "It can be done; it is worth trying to do; you, too can succeed here."

The auxiliary from the child's own neighborhood may be able to interpret to the middle-class professional some aspects of the behavior of a child who is nonresponding in school. The auxiliary may, in turn, interpret the goals of the school and the learning-teaching process to both parent and child.³⁹

The Bank Street studies also found that the presence of the nonprofessional can effectuate changes in a child's self-concept as well as changes in his attitude toward school. Also, they found no correlation between previous educational experiences and the nonprofessionals' success on the job.

³⁸ Bowman and Klopff, op. cit., pp. 9-10.

³⁹ Ibid., p. 210.

The overall recommendations of all the Bank Street studies were based on five premises that increased evidence in research and demonstration programs support.

1. That the involvement of persons with a wide range of skills, training, experience, background and potential may provide a better learning environment than the assignment of all educational tasks in a classroom to one person who, alone, must attempt to meet the individual needs of many pupils.
2. That participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, may increase home-school-child interaction.
3. That broad community involvement in planning educational programs may contribute materially to the social relevance of such planning--i.e., relevance to the needs, interests and real concerns of the school population.
4. That the opportunity of career development for auxiliaries may serve to motivate them in two distinct but interrelated ways: in terms of their personal growth and ability to cope with life situations, and in terms of their increased competence on the job.
5. That the establishment of a new career line for auxiliaries may foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system.⁴⁰

To gather data on the use of teacher aides in large school systems, the Educational Research Service, in New Jersey, in 1966, surveyed 251 school systems with enrollments of over 12,000 pupils with regard to their practices in the use of teacher aides. From this selected group of school systems, 217 were identified as using aides during the 1965-66 school year. Of the 217 school systems upon

⁴⁰Ibid., pp. 215-217.

which the Educational Research Service survey is based, 15 use aides only in their secondary schools, 64 use them only in elementary schools, and the rest have teacher-aides at both levels. A total of 44,351 aides, both paid and volunteer, were reported working in these 217 systems; of this number approximately 30,000 were utilized at the elementary level. Exact figures are not available, since some aides assist teachers at more than one level. A third of the aides in the elementary schools worked with the pre-primary and kindergarten age group, many in Head Start programs; about a quarter of them assisted teachers in the primary grades, and the remaining 40 per cent worked with the upper elementary grades. There was little difference between the percentage of paid and volunteer aides at each level.

The number of aides employed in the systems covered by the ERS survey ranged upward from one or two aides per system into the thousands. The largest number of aides reported by any one system was in New York City where 9,150 paid aides and 1,850 volunteer aides worked in the schools. All but 3,525 of these aides were on duty in the elementary schools.

Educational Research Service estimates that during 1965-66, aides gave about 400,000 hours of assistance to elementary teachers each week in the systems covered by the survey.

Respondents to the ERS questionnaire were asked to indicate any changes that they anticipated in their teacher-aide programs during the next two years. The overwhelming majority of those venturing to comment on this question indicated that, if at all possible, there would be more aides in their systems. The teacher aide is becoming a recognized person on the elementary school scene, and the time has come for the teaching profession and school administrators to realize the potential of aides and to establish provisions for their employment, training, and utilization.⁴¹

The studies and observations presented in this review of literature are placing new demands, new approaches and new potentials on American education today.

As persons with a wide range of skills, training, experience, and potential are asked to engage in the educational enterprise together, new modes of interaction are essential. The focus is upon the role of the school as an enabling factor in the learning of children and youth. This focus requires that the adults, too, must perceive themselves as learners. With an openness of learning by teacher, auxiliary and pupil alike, each may contribute in his own way to an evolving process, which goes far beyond skill-training and information-giving. The latter provide necessary tools for learning but the ultimate objective is to help each individual develop the inner strength to cope with life situations as they are, and the imagination and courage to move toward a new human condition.⁴²

⁴¹Shipp, op. cit., p. 33.

⁴²Ibid., p. 218.

CHAPTER III

DESIGN OF THE STUDY

The Research Problem

This study is designed to study the effect of volunteer assistants for teachers in reading in grade four in a middle-size - middle socio-economic area school. It is designed to investigate the need for volunteer persons with a wide range of backgrounds, competencies and experiences engaging in the educational enterprise for improving reading ability of students under the direction of a professional teacher. Both auxiliaries and teachers were asked to create a learning environment which is relevant to the present cataclysmic times, and which permits the child to fulfill his total self. This study is part of a continuing evaluation planned for the program over a five year period. The year, 1969-70, was the third year of the program, and this was the first study designed to investigate its results.

The research for this study was conducted with the cooperation of the Oakland County Board of Education Reading Clinic under the direction of Dr. Virginia Svagr, the Systematic Studies Department under the direction of Dr. L. W. Joos and Dr. Richard Watson, and the Department of



Systematic Studies at Michigan State University under the direction of Mr. John Switzer.

The following hypotheses are to be tested with this data:

- Hypothesis I: Children who receive extra help in reading improvement by volunteer workers over a six month period will have higher reading scores than will children who have not received extra help.
- A. Total scores on the Stanford Achievement will be higher for the treatment group or for those that receive help.
 - B. Volunteers will increase scores on the Word Meaning, Paragraph Meaning and Spelling, Capitalization, Dictionary Skills on the Stanford Achievement Test.
 - C. Volunteers will not produce scores on the Phonics, Syllabication, Word Study, Punctuation, Sentence Sense of Language sections of the Stanford Achievement Test higher than the scores of students in the regular classes.
- Hypothesis II: Volunteers will have a greater effect on the students with higher I.Q. than students with lower I.Q.
- Hypothesis III: Females in both treatment and control groups will reach a higher level of reading achievement than the males.

Selection of Population

Prior to this study all pupils in this school were included in an experimental program using volunteer workers. The number was diminished only by those pupils who had left the school. A total of three hundred pupils comprised

the first sample. They included grades one through six with volunteers for every grade level. The initial experiment began during the 1966-67 school year.

This particular study focuses on two fourth grade classes set up specifically for this research in September, 1969, through February, 1970.

This study includes:

1. Pupils enrolled in two classrooms in an elementary school in Waterford, Michigan. The forty-six students make up the sample under study.
2. Two teachers of similar training were involved in this study and were willing to participate. They were white, middle-class, tenured teachers working on graduate degrees, and are near thirty years of age. One is female, one male.
3. Thirty volunteer workers:
 - A. Three student teachers from Michigan State University
 - B. Five student volunteers from Oakland Community College
 - C. Three students (seniors) from Waterford Township High School
 - D. Nineteen mothers within the school community.

The educational background of the mothers ranged from those with a high school diploma, three mothers with a B.A. degree and one with an M.A. degree. The age range of the volunteers was from seventeen to fifty-five. The

economic range was from wealthy to below average in family income.

Selection of Volunteers

As soon as the Oakland County Reading Clinicians had determined the need, goals were set up for the program by the teaching staff of the school. Training, demonstrations and observations of the staff were begun and recommendations on planning, supervising and evaluating an aide were initiated. The selection of teacher aides from the community was done by the principal.

Selection criteria were determined by the objectives and needs of the program in reading. It was assumed first that the applicant would be literate, but no academic requirements were listed. Second, health requirements would be met (TB exam). Third, applicants should be willing to abide by the rules and regulations of the school. Fourth, and most important and difficult to predict, is that amorphous quality--i.e., they should possess the personal characteristics which are essential for wholesome and constructive relationships with children.

The instruments administered to the students and the time schedule for their administration were as follows:

The Stanford Achievement Test Form X was administered during September of 1969. Only the reading sub-tests were given.

The Otis Lennon Mental Ability Test, Advanced Level, Form J, was administered in October.

The Stanford Achievement Test, Form W, was administered during January and February of 1970. Again, only the reading sub-tests were used.

The two Stanford Achievement Tests that were administered to the pupils are designed to measure:

1. Word Meaning
Because of the central importance of word knowledge as an indispensable basis for acquisition of reading skill and of almost all kinds of information, word meaning has been judged deserving of measurement. The Word Meaning Test consists of 38 multiple-choice items. In addition to items measuring knowledge of synonyms, of simple definitions, and of ready associations, there are included items designed to measure higher-level comprehension of the concepts represented by words, and fullness of understanding of terms.
2. Paragraph Meaning
This test provides a functional measure of the pupil's ability to comprehend connected discourse involving levels of comprehension varying from extremely simple recognition to the making of inferences from what is stated in several related sentences.
3. Spelling
Achievement in spelling is measured primarily by this test.
4. Word Study Skills
This test is in two parts--Part A: Phonics and Part B: Syllabication. Phonics measures the ability to use phonic patterns in word recognition while syllabication measures the ability to see word structure.
5. Language
The Language Test consists of exercises in Usage, Punctuation, Capitalization, Dictionary Skills, and Sentence Sense. The Usage part of

the test samples correct verb usage, the use of pronouns and adjectives, choice of words, double negatives, and substandard corruptions. Punctuation measures the use of periods, commas, colons, question marks and quotation marks. Capitalization samples proper names, months, days, and so forth. Dictionary Skills measure study skills in language and Sentence Sense probes the student's ability to recognize correct and faulty sentences in written English.

The Otis Lennon Mental Ability Test measures intelligence.

Description of the Research

Basic Data

Each pupil was given an individual number. The following data for each pupil was recorded:

1. Grade
2. Sex
3. Treatment or Non-Treatment
4. Teacher number
5. Scores on Pre- and Post-Stanford Achievement Test
6. I.Q. score on the Otis Lennon Mental Ability Test

Method of Administration of Instruments

Great care was taken to explain the examples given on the standardized test and to have the students understand what the researcher was seeking. At least two adults were present at the testing sessions and in some instances more than two. Questions were encouraged before the test and an effort was made to create as comfortable an atmosphere as possible at all testing sessions. The rapport between the researcher and the teachers was very good.

The school was visited at least once a week by the Reading Clinicians from Oakland County. Training for teachers and aides was conducted on the average of every two weeks (see Appendix A). Generally, separate training programs were conducted. Since the volunteers came to the endeavor with widely differing competencies, the focus in their training design was structured to meet their individual needs. Training teachers were first provided by the Oakland County Reading Clinic as well as seminars conducted by specialists, e.g. school psychologist, director of elementary education and the school principal. Teaching demonstrations were given as well as suggestions for both teachers and aides.

Essential to the task of training the adults to work and learn together was that the trainers know more about learning, itself, particularly the needs of the adult as a learner.

Raw scores were taken from both the Pre and Post tests on the Stanford Achievement in the areas of Word Meaning, Paragraph Meaning, Spelling, Word Study Skills (Phonics, Syllabication), Language (Usage, Punctuation, Capitalization, Dictionary Skills and Sentence Sense). The results were obtained through the Michigan State University Data Processing Department.

The information was also processed at Oakland Schools and evaluated in a newly developed and marketed

computer-based system--Pacer--which provides analytic and prescriptive processing of testing data in a manner which is designed to facilitate the evaluation or assessment of school programs at the classroom level. The system involves specially written tests used with optically-scanned answer sheets. By use of the Pacer system, it is possible to prescribe improvements or changes in school programs.⁴³ The methodology can be applied to comparisons between programs, to measurement and description of individual, class, or district curricular progress as well as to the assessment of experimental treatments. The methodology of the system is adaptable to clinical evaluation, developmental program evaluation, or special program evaluation. Its methodology is designed for use in dynamic mode as a means of assessment of quality and quantity concurrently with the events of education.

While the PACER (Trademark) system of program evaluation could be used with any test, it departs radically from the norming strategy of standardized tests. The system does not require control groups or matched pairs, though it can be used with either. In the PACER (TM) system of program evaluation there are no assumptions of normality of distribution, and no usage is made of parametric

⁴³Loyal W. Joos, "A Methodology for Program Evaluation in School System PACER (TM)," Oakland Schools, Pontiac, Michigan, 1969.

statistics such as standard deviation or coefficients of correlation.⁴⁴

In this system, instead of measuring pupil achievement against items, item-achievement is measured against pupils. Programs of education are measurable in terms of numbers or percentage of pupils who achieve each test item (see Appendix II).

⁴⁴Ibid., p. 2.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The achievement of the students in this study was evaluated on the basis of the testing program administered and previously described. It was felt that this would offer some indication as to whether or not the children in the experimental treatment group progressed more rapidly than in the regular school program.

As pointed out, all students were, at the inception of the study, given the Stanford Achievement Test Form W. They were likewise tested at the conclusion of the study. The standard achievement tests were used to measure the relative gain in achievement of students after the treatment as opposed to routine teaching methods (control group).

Analysis of the Data

The "before-after" comparison was made by the use of analysis of variance and analysis of co-variance as well as the new Oakland County item analysis called PACER. Lindquist, Taves, and others have demonstrated the superiority of the analysis of variance model over most other statistical techniques. This model is especially



superior to a standard "differences in the means" model which is based on the (t) distribution and hence "breaks down for small samples primarily because the standard deviations of small samples are not normally distributed."⁴⁵ When testing the hypothesis that the samples were drawn from equally variable populations, rather than dealing with the difference between the observed standard deviations (t) we deal with the ratio between corresponding estimates of the true variances as represented by the "variance ratio" of F or t^2 . The power and versatility of the analysis of variance model is demonstrated by the fact that it enables us to deal with the mean of the variances around the mean within the groups as well as the variance of the group means.⁴⁶

When dealing with the analysis of "before-after" data normally the experimental design demands "matched" or equated groups to secure increased precision. "This of course, means a loss of valuable information, and loss may sometimes offset any advantage gained by the use of equated groups."⁴⁷ This "loss" can be prevented by the use of analysis of covariance, an extension of Fisher's analysis of variance model to include regression techniques.

⁴⁵ Everet Franklin Lindquist, Statistical Analysis in Educational Research (Boston: Houghton Mifflin Company, 1960), 1

⁴⁶ Ibid., p. 87.

⁴⁷ Ibid., p. 180.

Therefore, the analysis of co-variance, in addition to the advantage of the use of "statistical control" over "matched" or equated group experimental control functions to: (1) utilize regression techniques to statistically match groups by cancelling out the effect of initial score differences on final scores; (2) applies analysis of variance to those adjusted final scores to determine the significance of the difference between groups after allowing for initial score differences; and hence, (3) makes assumptions, as to the characteristics of the data, similar to those implied in the use of analysis of variance and regression techniques.⁴⁸

Using both the analysis of variance and analysis of covariance and the PACER item analysis technique, the data was analyzed to test the general hypothesis that children who receive extra help in reading improvement by volunteer workers will have higher reading scores than children who have not received extra help (experimental versus control) and that any differences in final mean scores (when initial scores are taken into account) of the methods groups, are due entirely in chance fluctuations in sampling.

⁴⁸Marvin J. Taves, "The Application of Analysis of Co-variance in Social Science Research," reprinted from American Sociological Review, XV (1950), 373-381.

The following hypotheses were tested with this data and Table 2 shows that:

- Hypothesis I: Children who receive extra help in reading by volunteer workers over a six month period will have higher reading scores than will children who have not received extra help.
- A. Total scores on the Stanford Achievement will be higher for the treatment group or for those that receive help.
 - B. Volunteers will increase scores on the Word Meaning, Paragraph Meaning and Spelling, Capitalization, Dictionary Skills on the Stanford Achievement Test.
 - C. Volunteers will not produce higher scores on the Phonics, Syllabication, Word Study, Punctuation, Sentence Sense or Language sections of the Stanford Achievement Test than the scores of students in regular classes.
- Hypothesis II: Volunteers will have a greater effect on the students with higher I.Q. than the students with lower I.Q.
- Hypothesis III: Females in both treatment and control groups reach a higher level of reading achievement than do males.

The data presented in Table 1 indicate a difference of +5.97 between the mean pre- and post-test reading scores of the experimental and control groups, which was not considered to be statistically significant at the .05 level.

The findings presented in Table 2 show the gain scores of the experimental and control groups on the

TABLE 1.--Means of the treatment and control groups on the pre-test and differences in means and significance level of differences on the analysis of variance.

Variables Pre-Test	Means of Treatment	Means of Control	Difference (Treatment Minus Control	Approx. Sign. Prob. of F. Stat.
Word Meaning	14.39	13.50	.89	0.695
Paragraph Meaning	22.39	19.83	3.56	0.430
Spelling	17.30	15.66	1.64	0.474
Phonics	20.04	19.95	.09	0.975
Syllabication	9.17	9.58	-.41	0.791
Word Study	28.21	28.20	.01	0.998
Usage	11.65	11.16	.49	0.676
Punctuation	4.95	4.58	.37	0.548
Capitalization	16.47	16.58	-.11	0.946
Dictionary Skills	2.47	1.95	.52	0.150
Sentence Sense	5.82	6.04	-.22	0.794
Language	41.26	40.29	.97	0.773
TOTAL	123.47	117.50	+5.97	0.629

TABLE 2.--Means of treatment and control groups on post-test and differences between means and significant levels of the differences from analysis of covariance.

Variables	Treatment	Control	Difference (Treatment Minus Control)	Approx. Sign. Prob. of F. Stat.
Word Meaning	24.4	16.9	7.5	0.0001**
Paragraph Meaning	33.1	24.1	9.0	0.0004**
Spelling	27.4	20.3	7.1	0.0033**
Phonics	21.4	21.5	- .1	0.9136
Syllabication	11.2	12.3	-1.1	0.4296
Word Study	32.6	33.8	-1.2	0.5268
Usage	20.8	20.4	.4	0.9617
Punctuation	9.5	8.6	.9	0.4535
Capitalization	24.5	26.2	-1.7	0.2793
Dictionary Skills	4.7	4.3	.4	0.6445
Sentence Sense	9.5	8.5	1.0	0.2477
Language	69.2	68.2	1.0	0.9789
TOTAL	186.95	163.45	+ 23.50	0.0151*

*Significant at .05 level.

**Significant at .01 level.

Stanford Achievement post-testing. An f test was conducted on the gain scores to determine the significance of the difference between the two groups. The table indicates that in the areas of Word Meaning, Paragraph Meaning, Spelling and Total Score, the treatment group was significant at the .01 level. The treatment group scored 23.50 points higher than did the control group. Therefore, hypothesis I and related hypothesis IA are accepted.

The findings presented in Table 2 further indicate that volunteers increased scores on the Word Meaning sub-test at the .01 level also on Paragraph Meaning and Spelling at the .01 level. However, there was no significant difference on the Capitalization and Dictionary Skills sub-tests. The hypothesis was partially accepted. Table 2 also presents evidence which relates to hypothesis IC (the use of volunteers will not produce higher scores on the Phonics, Syllabication, Word Study, Punctuation, Sentence Sense, or Language sections of the Stanford Achievement Test than the scores of students in regular classes). The difference in sub-test scores between the treatment and control groups on this section is -.1. Therefore, hypothesis IC was accepted.

The findings in Table 3 show the simple correlations of I.Q. with Standard Achievement Test Gain Scores (Post-Test minus Pre-Test) for both treatment and Control

TABLE 3.--Simple correlations of I.Q. with standard achievement test gain scores (post-test minus pre-test) for both treatment and control groups combined.

Sub-Tests	Correlation of Gain Scores with I.Q.
Word Meaning	.305*
Paragraph Meaning	.175
Spelling	.161
Phonics	.110
Syllabication	-.048
Word Study Skills	.068
Usage	.361*
Punctuation	.367*
Capitalization	.160
Dictionary Meaning	.376**
Sentence Sense	.305*
TOTAL SCORE	.767**

*Any correlation of .2875 or greater is significant at 0.05 level.

**Any correlation of .3721 or greater is significant at 0.01 level.

groups combined, in order to test hypothesis II which states: Volunteers will have a greater effect on the students with higher I.Q. than the students with lower I.Q. Sub-tests in Word Meaning, Usage, Punctuation, Sentence Sense, were significant at the .05 level. Dictionary Meaning and Total Score were significant at the .01 level. Any correlation of .2875 or greater is significant at 0.05 level. Any correlation of .3721 or greater is significant at 0.01 level.

The post-test statistical analysis indicated that all children receiving extra help from volunteer workers did have higher reading scores on the Stanford Achievement Test than children who did not receive the extra help.

The statistics show that the treatment group did significantly better than the control group on three sub-tests (Word Meaning, Paragraph Meaning and Spelling). It would appear that the volunteers felt more competent in helping in these areas.

In the treatment group the high I.Q. students and low I.Q. students both increased their gain scores. The treatment was better for both treatment groups than no treatment.

Finally, females in both treatment and control groups did reach a higher level of reading achievement.

The findings presented in Table 4 compare the differences in post-test scores made by males and females

TABLE 4.--Means of males and females on post-test scores and differences in means and significant levels of the differences from analysis of covariance.

	Male	Female	Difference	Significance Level of F. Stat.
Word Meaning	20.8	20.0	.8	0.4348
Paragraph Meaning	27.8	29.9	-2.1	0.0436*
Spelling	22.8	25.8	-3.0	0.2102
Phonics	20.8	22.9	-2.1	0.0131*
Syllabication	12.1	11.0	1.1	0.3827
Word Study	32.9	34.0	-1.1	0.0296*
Usage	20.2	21.4	-1.2	0.4744
Punctuation	8.3	10.6	-2.3	0.1295
Capitalization	24.4	27.5	-3.1	0.1034
Dictionary Skills	4.5	4.6	- .1	0.9245
Sentence Sense	8.4	10.3	-1.9	0.0915
Language	66.0	74.5	-8.5	0.0741
TOTAL	170.56	184.33	-13.77	0.0011**

*Significant at .05 level.

**Significant at .01 level.

on the Stanford Achievement Test. The data support Hypothesis III that females in both treatment and control groups reach a higher level of reading achievement than do males. Paragraph Meaning, Phonics, Word Study are significant at the .05 level. The difference in total scores of -13.77 is significant at the .01 level. The hypothesis was accepted.

Other Data

The following positive nonparametric results due to the Teacher-Aide Program at Stringham Elementary School in Waterford, Michigan, have been noted over the past three years:

- A. Eight adults who began as aides became interested in teaching and enrolled in courses leading toward certification and degrees.
- B. The unique competencies of some of the aides have provided unusual enrichment opportunities for pupils.
- C. Six mothers took full time paid positions of employment in local businesses.
- D. One mother transferred to the high school as a paid volunteer worker.
- E. The public relations program of the school has, in many instances, been improved by the

addition of lay persons as aides to the school staff.

- F. Many extra projects were undertaken, e.g., Science Fair, dramatic productions, hobby and handicraft shows with the help of volunteers.
- G. The aide provides another set of eyes and ears for the teacher.
- H. There were fewer discipline problems reported by all teachers and the principal.
- I. Teachers state that they have been able to give more individual attention to pupils as a result of being freed from duties which are not related to instruction, preparation, or pupil guidance.

One might ponder on Frederick Nietzsche's statement, "The world seems logical to us because we have made it logical." When this remark is applied to roles and new modes of interaction in the school, it suggests that traditional patterns appear right to those who have evolved them. The real question is whether they are effective--are they helping the school staff enable the child to learn?

The introduction of auxiliary personnel, when they are appropriately selected, trained, utilized and institutionalized, does not need to result in merely "more of the

TABLE 5.--The means of teacher one's students and teacher two's students on post-test scores and differences in means and significance levels of the differences from analysis to covariance.

	Teacher One	Teacher Two	Difference (One Minus Two)	Approx. Sign. Prob. of F. Stat.
Word Meaning	21.7	19.3	2.4	0.1591
Paragraph Meaning	31.4	25.5	5.9	0.1754
Spelling	25.1	22.3	2.8	0.6045
Phonics	22.8	20.0	2.8	0.5331
Syllabication	12.0	11.5	.5	0.6223
Word Study	34.9	31.6	3.3	0.4747
Usage	22.2	18.9	3.3	0.5010
Punctuation	10.5	7.6	2.9	0.0325*
Capitalization	26.7	24.0	2.7	0.7233
Dictionary Skills	4.6	4.5	.1	0.9479
Sentence Sense	9.9	8.0	1.9	0.2049
Language	74.0	63.1	10.9	0.5891
TOTAL	187.33	162.04	+25.29	0.4970

*Significant at .05 level.

**Significant at .01 level.

This table compares the performance of the students of the two teachers on the post-test after controlling for pre-test differences. There was a significant difference on only one of the sub-tests.

TABLE 6.--Significant levels of interactions of treatment, teacher and sex obtained from the analysis of co-variance.

	Interaction of Treatment and Teacher	Interaction of Treatment and Sex	Interaction of Treatment and Sex	Interaction of Treatment, Teacher and Sex
Word Meaning	0.5105	0.7488	0.0617	0.5162
Paragraph Meaning	0.7118	0.8773	0.6568	0.6004
Spelling	0.7422	0.6493	0.6242	0.0757
Phonics	0.3649	0.3970	0.0155*	0.4857
Syllabica- tion	0.0684	0.6628	0.6748	0.2065
Word Studys	0.0092*	0.6517	0.1806	0.9019
Usage	0.8222	0.3467	0.5964	0.7915
Punctua- tion	0.5705	0.1409	0.2520	0.3986
Capitali- zation	0.9864	0.4467	0.2987	0.1280
Dictionary Skills	0.8521	0.4026	0.4620	0.6443
Sentence Sense	0.6200	0.4230	0.3301	0.2823
Language	0.8872	0.6352	0.4315	0.4865
TOTAL	0.4196	0.6091	0.2508	0.3784

*Significant at .05 level.

**Significant at .01 level.

This table indicates the significance levels of the various interactions for each of the dependent variables. Any probability less than .05 was considered significant. There were two significant interactions.



TABLE 7.--PACER (TM) system analysis.

	Treatment Boys 011111 Mean	Control Boys 011122 Mean	Treatment All 23 111
Word Meaning			
Easy	12.53	8.77	11.65
Medium	8.13	5.50	7.65
Hard	4.00	2.55	3.78
Paragraph Meaning			
Easy	18.00	12.94	17.52
Medium	9.06	7.16	8.65
Hard	6.66	3.72	6.30
Spelling			
Easy	13.40	9.38	13.21
Medium	8.53	6.27	8.39
Hard	5.60	3.72	4.69
TOTAL	85.93	60.05	81.86
Rel. Coeff.	.944	.957	.966

This chart indicates how boys were evaluated in three specific areas. The boys receiving treatment were significantly higher than those in the control group.

TABLE 8.--PACER (TM) system analysis.

	Treatment Girls 11111	Control Girls 011122	Control All 26 122
Word Meaning			
Easy	11.42	8.85	8.46
Medium	7.71	5.85	5.38
Hard	3.85	1.85	2.26
Paragraph Meaning			
Easy	19.00	13.85	12.69
Medium	9.00	8.71	7.30
Hard	6.42	2.57	3.26
Spelling			
Easy	14.71	12.14	9.76
Medium	9.28	8.42	6.61
Hard	3.42	3.42	3.50
TOTAL	84.85	65.71	59.26
Rel. Coeff.	.931	.937	.962

This chart indicates how girls were evaluated in three specific areas. The girls receiving treatment were significantly higher than those in the control group.

same." It can stimulate a reassessment of all the roles of the school. It can help to apply the concept of career development to the total educational enterprise. It can contribute to institutional and social changes of some magnitude.

Mianne Moore once wrote, "A wind moves through the grass, then all is as it was." With introduction of auxiliary personnel in the schools, the institution of education will not be as it was before.⁴⁹

⁴⁹Bowman and Klopff, op. cit., p. 222.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

During the fall of 1967, the administrator and staff of Stringham Elementary School in Waterford, Michigan, recognized a need to upgrade their present reading program in order to combat the problem of the many children not reading at grade level. They began to assess the various curriculum they were required to teach and the tasks they had to perform. The classes were large and the teachers felt that it was difficult to meet the many demands for individualized attention to students. Staff discussions were held and a variety of plans for improvement were discussed. The use of auxiliary personnel appeared to be the most efficient and effective idea. Discussions of utilization practices and assessment of the impact of such personnel on children and the school program were held. The community was informed of the possibilities and purposes of using auxiliary personnel. Meetings were held within the school system for both initial and continuing training of teachers and aides. The meetings were conducted with the aid of the Oakland Intermediate School. In order to determine whether

volunteers can help to make the job of the teacher more manageable and productive, and thereby help children upgrade their reading, this investigation was conducted.

A review of research relevant to the theoretical framework of this dissertation supported the utilization of teacher-aides and indicated that the combined individual attention given the child by the teacher and the aide exceeded the attention given the child by the teacher in an unaided room. Other studies reinforced the idea that individuals other than certified teachers can contribute to the teaching learning. Some of the significant gains attributed to non-professional programs were: (1) for the pupil; (2) for the teacher; (3) for the other professionals; (4) for the auxiliary; (5) for the school administrator; (6) for family life; and (7) for the community at large.

The specific purpose of this investigation was to determine if the volunteer assistants for teachers in grade four in a middle-size - middle socio-economic area school could assist the teacher to improve the level of learning in reading of randomly selected students working one hour every school day for six months. This particular study focuses on two fourth-grade classes set up specifically for this research in September, 1969, through February, 1970. Forty-six students made up the sample and thirty volunteer workers. Three were student teachers

from Michigan State University, five were student volunteers from Oakland Community College, three were senior students from Waterford Township High School and nineteen were mothers within the school community.

The following major hypotheses were tested:

- Hypothesis I: Children who receive extra help in reading improvement by volunteer workers over a six month period will have higher reading scores than will children who have not received extra help.
- Hypothesis II: Volunteers will have a greater effect on the students with higher I.Q. than the students with lower I.Q.
- Hypothesis III: Females in both treatment and control groups will reach a higher level of reading achievement than the males.

Data to test these hypotheses was collected in September, 1969, and February, 1970. The Stanford Achievement Test was administered to forty-six students to obtain pre- and post-test data.

In addition, the following related hypotheses were tested:

- Hypothesis IA: Total scores on the Stanford Achievement will be higher for treatment group or for those that receive help.
- Hypothesis IB: Volunteers will increase scores on the Word Meaning, Paragraph Meaning and Spelling, Capitalization, Dictionary Skills on the Stanford Achievement Test.
- Hypothesis IC: Volunteers will not increase scores on the Phonics, Syllabication, Word Study, Punctuation, Sentence Sense of Language sections of the Stanford Achievement Test over those that had the regular classes.

The data collected and analyzed in the study suggests that the following conclusions be drawn: Two of the major hypotheses were supported by the analysis of the data. There was revealed a significant difference in favor of the achievement of those students who were in the treatment group with volunteer workers. There was found to be a significant difference between the experimental and control groups in performance on the Stanford Achievement Test in the areas of Word Meaning, Paragraph Meaning and Spelling. Also, sex was a significant factor in the experimental group. The females reached a higher level of reading achievement than did males in both treatment and control groups, when assistants were used. Hypothesis II, indicated that in the treatment group the high I.Q. students gained 65 points on the total score and the low I.Q. students gained 63 points. This indicated that the treatment was better than no treatment for both high I.Q. and low I.Q. students.

Related Hypothesis II was not supported. The significance of the difference between the means for this hypothesis did not reach the established level of significance. Hypothesis III was supported.

Discussion of Findings

The reading problems of students are of major concern in the educational world today. Many panaceas

have been hypothesized that should serve to improve the reading problems.

This study benefited the students, teachers, and volunteer workers. It payed great dividends in making it possible for the school to enrich the reading program. New insight and knowledge was developed as experience in maximizing efforts of volunteers, and as more orientation materials for both volunteers and teachers were developed, revised and re-developed. It was found that citizen volunteers can be of real help to the educational program of the school.

Implications of the Study

This study has significant implications for pre-service and in-service teacher education programs. Educational administrators, concerned about the professional growth of teachers, should invest the time needed for guidance of future teachers to accept in a positive fashion, volunteers, and to guide them in the effective use of this auxiliary labor force. It is therefore recommended that teacher training schools contain the following additional components:

1. Observations by student teachers of aides working in schools.
2. Students should learn how to work with aides in the classroom. In such situations, colleges would need to work closely with schools, and

parallel programs of work and study could then be evolved.

3. Students should develop:

- A. Ability to analyze and assess the class-room, the learning setting for children and the strengths and weaknesses of members of the teaching team in order to develop a plan of action for working with volunteers.
- B. Ability to pace and time the introduction of ideas among teachers, auxiliaries and others on the teaching team in order to encourage personalization and continuing growth in curriculum development.
- C. Ability to enhance group interaction to bring about solutions to educational problems as they affect children and those adults with whom they are working on the teaching team.
- D. Ability to verbalize complicated ideas in such a way that the communication system will remain open with the teaching team.
- E. Facility to serve as role model in bringing about change.

In order to involve persons with a wide range of skills, training, experience and background in the learning

environment in such a manner as to realize their maximum potential, the following practices are recommended:

1. That the role of auxiliaries be twofold, including sharing of routine tasks and providing personalized attention and assistance to pupils.
2. That there be team training of auxiliaries and the professionals with whom they work, part of such training to be for each group separately and part of it for auxiliaries and professionals together, as they develop new roles and relationships.
3. That training include pre-service orientation of all concerned including administrators, parents and pupils, as well as in-service training which is continuing, comprehensive, and available on a work-study basis.
4. That role definition should not be so rigid as to preclude role development. Role definition may provide limits, but within those limits there should be flexibility so that each professional-auxiliary team may develop roles which fit their particular situation.

5. That time be scheduled for each professional-auxiliary team to review their experiences and plan together.
6. That a coach-counselor-trainer-supervisor be appointed to be responsible and accountable for the auxiliary program in each school where a sizeable number of such personnel are employed. The role of the coach would be to develop both the program and the people involved in it, to handle administrative matters, to provide liaison between the auxiliaries and the school authorities, to handle grievances, and generally to serve as the advocate of the auxiliary within a given school.

It is also recommended that:

1. There be developed new training approaches and techniques for the preparation of auxiliary personnel.
2. It is essential that auxiliary personnel not be imposed upon teachers without adequate preparation, psychologically and practically, for sharing classroom responsibilities.
3. Some type of individual observation and evaluation, with opportunity for feedback and discussion of specific cases should be available.

4. Released time for planning together by teachers and auxiliary personnel should be provided.
5. The involvement of the community in decision making in the field of education appears most effective when there is balance of power, mutual respect, and willingness to give on both sides.

One-to-one tutoring, though important in itself, is only one aspect of an overall approach involving curriculum, process and the total learning environment. This new component requires, for most significant outcomes, a reassessment of all roles and new approaches to education.

This study was one facet of many new developments within and outside the school system, all stressing the need for utilizing as true partners in education persons who lack traditional certification.

The project was inconclusive in some areas, but contributed to meaningful growth in others, particularly with respect to the individual development of the reading assistants and the pupils they tutored.

Recommendations

It is recommended on the basis of this study that the possibility of the following research be considered:

- A. An experimental training program should be established to determine at the university level the special training components needed

for auxiliary personnel and the teachers working with them. Such research should be cooperatively planned and evaluated by public school administrators, teachers, community college instructors, and university personnel. The effect on the learning process should be foremost in consideration.

- B. Community colleges and universities should plan together to enable ease in transfer of credit, and a more flexible policy on admission to facilitate the preparation of auxiliary personnel.
- C. The educational, social, and economic results of the concentrated use of auxiliary personnel in a controlled setting should be researched. The variables should be isolated when possible and their effect on changing attitudes, behavior, and life style determined.
- D. Other questions for study might include:
 - 1. Should the university community establish how the academic and job training components are kept in equilibrium to insure that a volunteer aide program supports the educational goals and requirements of the school system?

2. Will the participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, increase home-school-child interaction?
3. What is to be the most useful role for the para-professional in inner-city schools as determined by the universities, administrators, and staff?
4. Is there a more efficient and meaningful way than task delineation to identify roles within the classroom?

Although this study raised more questions than it answered, the key question with respect to the teacher-aide program was: "Do fourth grade pupils in a middle-size - middle socio-economic area school taught with the help of aides learn more than pupils taught in an unaided class?" This study offers a positive answer to this question.

This program indicated an effective way of utilizing intelligent and competent individuals in a teaching situation despite the fact that they did not have professional teacher training. When individuals are possessed of specialized skills or knowledge, a special pattern of utilization may make it possible for them to render unusually effective service.

When all the research has been sorted out and the conclusions and recommendations have been made, new questions will be raised that need to be answered. Such is the nature of research. In the area of teacher aides, there is still much that needs to be learned.

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APPENDICES

APPENDIX I

POSSIBLE STAGES IN CAREER DEVELOPMENT OF
AIDES

<u>Caterories</u>	<u>Types of Assignment</u>	<u>Illustrative Functions</u>
1. AIDE	General School Aide	Clerical, monitorial, custodial duties
	Lunchroom Aide	Serving and preparing food, monitoring
	Teacher Aide	Helping teacher in classroom, as needed
	Family Worker or Aide	Appointments, escorting, and related duties
	Counselor Aide	Clerical, receptionist, and related duties
	Library Aide	Helping catalog and distribute books

Training Suggested at Entry Level: Basic orientation--2-3 weeks, stressing basic skill training plus education in human development, social relations, and the school's goals and procedures; no special preschooling required.

2. ASSISTANT	Teacher Assistant	More relationship to instructional process
	Family Assistant	Home visits and organizing parent meetings
	Counselor Assistant	More work with records, listening to children sent from class to counselor's office because they are disrupting the class
	Library Assistant	More work with pupils in selecting books and reading to them

Training Suggested at Entry Level: High School diploma or equivalent; one year's in-service training or one year in college with practicum--both can be on work-study basis while working as an aide.

3. ASSOCIATE	Teacher Associate	More responsibility and a different quality of supervision by the professional that is less directive.
	Home-School Associate	
	Counselor Associate	
	Library Associate	

Training Suggested at Entry Level: A.A. degree from a 2-year college or 2 year special program in 4-year college earned on a work-study basis, while an assistant.

<u>Categories</u>	<u>Types of Assignment</u>	<u>Illustrative Functions</u>
4. TEACHER- INTERN	Student Teacher Student Home-School Coordinator Student Counselor	Duties very similar to those of associate but with more involvement in diagnosis and planning

BA or BS degree and enrollment in an institution of higher learning which offers courses leading to certification.

5. TEACHER

Chart from New Careers and Roles in the American School, by Garda W. Bowman and Gordon J. Klopff, Bank Street College of Education, New York, N.Y. 10035, 1967.

RECRUITMENT OF SCHOOL VOLUNTEERS

The method of recruiting volunteers will vary from one city to another depending on the size of the city, the extent of existing volunteer participation, and the structure of the school system. These are general suggestions that have been found helpful in some cities.

I. What kind of person should the School Volunteer be?

- A. The School Volunteer should be a reliable, friendly, flexible, young or mature adult.
- B. He should love children.
- C. He should recognize that educational handicaps contribute largely to the waste of our human resources.
- D. He should feel deeply his obligation as a citizen to support and help the schools in their effort to educate each child to the limit of his capacity.
- E. Qualifications such as physical fitness, education, work experience, other volunteer experience, and speech patterns will vary, depending on the kind of service to be performed.
- F. He may already have--or be willing to acquire--skills that are needed in the schools.
- G. He may have talents that can enrich the school program.

H. He may simply have time and a willingness to serve.

II. How do you begin to recruit volunteers?

A. Either the Executive Committee or a Recruitment Committee should decide on criteria for recruits, explore various methods of recruitment, develop a plan that seems most feasible for your city, and put it into effect.

B. For the pilot project, reach out, first, directly to people you know who you think will be interested in serving.

C. Make plans for further recruitment:

1. Continue to rely on personal contact.
2. Identify the groups that might be sources from which volunteers could be recruited: other civic organizations, social and religious groups, retired teachers, members of PTA's who no longer have children in school, Colleges and Universities, College Alumni Associations, Independent Schools, High School Honor Societies, Future Teachers of America, etc.
3. Arrange a meeting with heads of various groups to discuss recruitment plans with them or arrange to see each one individually.

4. Identify community leaders in various sections of the city and enlist their aid in reaching potential school volunteers.
5. Set up a Speakers Bureau to tell the School Volunteer story to any group that will give you time on its program.
6. Organize one large public meeting devoted to the School Volunteer Program.
7. Organize a series of small meetings, preferably in homes, devoted to a discussion of the School Volunteer Program.
8. Enlist the aid of the school staff in distributing a recruitment questionnaire and/or a brochure to parents. Direct recruitment by the school staff is often effective.
9. Arrange for potential volunteers to observe the pilot project, and to talk to volunteers and the school staff involved in it.
10. If there is a functioning program in a nearby suburb, arrange to visit that program.
11. Use all available media of publicity: newspapers, radio, television, house organs, posters and displays in store windows, pamphlets and letters mailed to the residents of a community, telephone campaign.

III. What should be your initial approach to the prospective volunteer?

- A. He should be made to feel that he is urgently needed for a particular, important job.
- B. He should be convinced that his special interests and particular needs, talents, or skills will be put to constructive use in the schools.
- C. He should know that he will receive all necessary help and support from the professional staff and from experienced volunteers.
- D. As he becomes more experienced and self-assured, he should be aware that every opportunity for his own personal growth and the assumption of responsibility will be provided.
- E. He should be welcomed as part of the school-home-community team, all dedicated to working together to provide better education for all children.

IV. What will the prospective volunteer want to know?

- A. What is the School Volunteer Program?
- B. Why is there a need for volunteer service of this kind?
- C. What are the requirements to become a School Volunteer?
- D. What kind of service will he be expected to perform?

- E. Will his individual desires, interests, and abilities be considered in assigning him?
 - F. How much time must he give?
 - G. What kind of training, supervision, and help will he get from the school staff and from the School Volunteer group?
- V. What steps should you take to involve a new recruit?
- A. Have a recruit fill out an application form.
 - B. Arrange for a personal interview.
 - C. Request two references, one personal, one medical.
 - D. Arrange for orientation and training.
- VI. How do you retain volunteers in the program?
- A. Initial careful screening of applicants.
 - B. Assignment to a job suited to the Volunteer's time schedule, travel arrangements, interests, and ability.
 - C. Flexibility in changing assignments if initial assignment proves unsatisfactory.
 - D. Satisfactory orientation, training, and supervision, with help being supplied as needed on-the-job.
 - E. Cooperation by the school staff in making effective use of the School Volunteers.

F. Recognition of the value of the volunteer's service by the school staff and by the School Volunteer committee and staff.

Your best volunteer is the one who finds satisfaction and fulfillment in the work he is doing!

Your best recruiter is the happy volunteer!

SCHOOL VOLUNTEER PROGRAM INSTRUCTIONS
FOR INTERVIEWERS

1. Set up a specific appointment with a recruit who has filed an application.
2. Describe briefly the aims and functions of the School Volunteer Program.
3. Before applicant arrives, obtain application and familiarize yourself with the information supplied. Use this information to establish points of contact with the applicant and to encourage him to speak freely. Ask for clarification of any item insufficiently answered.
4. For those applicants approved by the interviewer:
 - A. Give the applicant instructions on any special requirements that must be met (e.g., chest X-ray, medical reference, personal reference).
 - B. Tell applicant about requirements for orientation and training before assignment is made. (Notice of training sessions will be sent after the requirements under A have been met.)
5. If applicant seems unsuitable, try to make him aware of his shortcomings, so that he will withdraw of his own accord. If this is unsuccessful, terminate the interview by informing the applicant that he will hear from the Central Office.
6. Spend about 20 to 30 minutes with applicant.

7. Write your report immediately following interview.

Clip it to the application form and return both to the Central Office. Your judgment of the applicant should be based on the following: appearance, physical limitations, attitude, speech, reasons for wanting to serve, etc. Use the back of the application for your comments.

SCHOOL VOLUNTEER APPLICATION FORM

Mr.
Mrs.
Miss

Date:

Last Name (Please print) First Name

Home Address Zone Telephone

Education

Elementary School _____ High School _____

College _____ Other _____
(Name) (Degree)

Work ExperiencePositionEmployer

Volunteer ExperienceKind of ServiceOrganization

Type of work preferred (Please Check):

1. General help to classroom teacher or other school personnel _____
2. Special tutorial help _____
3. Enrichment _____
4. Help in the School Volunteer Office _____

Day(s) and Time(s) Available (Please Check):

	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>
9 - 12 A.M.	_____	_____	_____	_____	_____
12 - 3 P.M.	_____	_____	_____	_____	_____
3 - 5 P.M.	_____	_____	_____	_____	_____

Person to be notified in an emergency:

Name	Address	Telephone
------	---------	-----------

References: (Your doctor and one other)

Name	Address	Telephone
------	---------	-----------

Name	Address	Telephone
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National School Volunteer Program, Public Education Association, New York.

INTERVIEWER'S REPORT

NAME OF APPLICANT:

DATE OF INTERVIEW:

EVALUATION: Use the following code numbers:

1. Superior
2. Satisfactory
3. Unacceptable

TYPE OF SERVICE RECOMMENDED:

SPECIAL LIMITATIONS, IF ANY:

SUGGESTED TASKS FOR THE TEACHER AIDE

I. Clerical

1. Collecting lunch and milk money.
2. Collecting money for class pictures, field trips, etc.
3. Filing correspondence and other reports in children's records.
4. Requisitioning supplies.
5. Sending for free and/or inexpensive classroom materials.
6. Maintaining pupils' cumulative records for school and district files.
7. Keeping attendance records.
8. Entering evaluative marks in the teacher's marking book.
9. Averaging academic marks and preparing report cards.
10. Keeping records of class schedules.
11. Keeping records of books children have read.
12. Keeping inventory of classroom stock--equipment, books, and instructional supplies.
13. Managing classroom libraries.
14. Setting up and maintaining seating charts.
15. Typing teacher correspondence to parents.
16. Typing, duplicating, and collating instructional materials.
17. Typing and duplicating the class newspaper.
18. Duplicating students' writings and other work.
19. Typing and duplicating scripts for plays and skits.
20. Keeping and maintaining a folder of representative work for each pupil.
21. Filing resource materials for various teaching units.
22. Compiling information for teacher reports.
23. Setting up appointments for parent-teacher conferences.
24. Setting up appointments for home visits.
25. Preparing bulletins for parents to explain school programs, events, and rules.

II. Housekeeping

26. Preparing and supervising pupil work areas.
27. Mixing paints for art instruction, putting down drop cloths, etc.
28. Arranging instructional materials for accessibility.
29. Supervising pupil cleanup time.
30. Keeping bulletin boards current and neat.
31. Keeping blackboards clean and ready for use.
32. Maintaining orderly arrangement of the classroom.
33. Watering plants and tending pupil classroom projects.
34. Preparing and serving refreshments at snack time, and cleaning up afterwards.
35. Arranging interesting and inviting corners for learning: science and recreational reading areas, investigative areas.

III. Non-Instructional

36. Gathering supplementary books and materials for instruction.
37. Proofreading the class newspaper.
38. Distributing books and supplies.
39. Collecting homework and test papers.
40. Building up resource collections.
41. Obtaining special materials for science or other projects.
42. Helping supervise students in the playground or cafeteria.
43. Supervising the loading and unloading of school buses.
44. Monitoring the classroom when the teacher has to leave it for brief periods.
45. Arranging and supervising indoor games on rainy days.
46. Organizing and supervising the intramural athletic program.
47. Checking out library books in central library for pupils and/or the teacher.
48. Making arrangements for field trips; securing parental permission forms.
49. Making arrangements for special classroom resource speakers.
50. Displaying pupil work.
51. Helping children with their clothing.
52. Performing routine health tasks--weighing, measuring, and eye testing (by chart).
53. Administering routine first aid and attending sick and injured children.
54. Telephoning parents to pick up a sick or injured child, or taking the child home if necessary.
55. Accompanying an injured child to a doctor or hospital.
56. Telephoning parents of absent children.
57. Telephoning parents to verify notes requesting that children leave school early.
58. Conferring with other teachers and the principal about specific children.
59. Supervising club meetings.
60. Assisting committees engaged in special projects--constructing, researching, or experimenting.
61. Helping settle pupil disputes and quarrels.
62. Helping in the preparation of assembly plays and programs.
63. Setting up special classroom exhibits.
64. Accompanying a child to the office, nurse's room, etc.
65. Monitoring the study hall.
66. Caring for preschool children during parent-teacher conferences, lectures, and other events.
67. Helping the teacher supervise students on field trips.
68. Running errands.

IV. Audio-Visual Assistance

69. Ordering and returning films, filmstrips, and other A-V materials.
70. Procuring and returning A-V equipment.
71. Setting up and operating overhead projectors, slide viewers, and other instructional equipment.
72. Previewing films and other A-V materials.
73. Preparing introductions to give children background for viewing A-V materials.

V. Instruction-Related

74. Correcting standardized and informal tests and preparing pupil profiles.
75. Correcting homework and workbooks, noting and reporting weak areas.
76. Interviewing children with specific learning problems.
77. Observing child behavior and writing reports.
78. Preparing informal tests and other evaluative instruments.
79. Preparing instructional materials--cutouts, flash cards, charts, transparencies, etc.
80. Collecting and arranging displays for teaching purposes.
81. Preparing special learning materials to meet individual difference--developing study guides, taping reading assignments for less able readers, etc.
82. Teaching a small class group about a simple understanding, skill, or appreciation.
83. Tutoring individual children: the bright or the slow learners.
84. Reviewing, summarizing, or evaluating learnings.
85. Teaching children who missed instruction because they were out of the room for special work--remedial reading, speech therapy, etc.
86. Repeating lessons for slow learners.
87. Helping pupils who were absent to get caught up with the rest of the class.
88. Assisting children with written compositions--especially with spelling, punctuation, and grammar.
89. Listening to the children's oral reading.
90. Instructing children in the safe and proper use of tools.
91. Teaching etiquette and good manners.
92. Assisting the teacher in special demonstrations in science, art, etc.
93. Providing accompaniment in music classes.
94. Reading and storytelling.
95. Helping pupils find reference materials.

96. Reading spelling or vocabulary lists.
97. Supervising pupil laboratory work.
98. Putting written and number work on the blackboard.
99. Assisting in drill work with word, phrase, and number flash cards.
100. Supervising children staying after school.
101. Assisting and checking pupils in seat work.

This list suggests the wide range of activities in which teacher aides may prove helpful to classroom teachers. The list is by no means all-inclusive, but it will serve to suggest the scope and range of the teacher aide's role. (Of course, local school board regulations regarding teacher aides must be given first consideration before assigning tasks.)

SAMPLE PROGRAM TOPICS

Teacher Aide Training Course

1. Introduction

Session 1

Role of teacher aide, types of teacher aides, familiarity with lines of command, the school's expectancies of teacher aides (competencies, dress, grooming, use of voice, etc.).

2. Human Relations

Session 2

An orientation program with stress, at the rudimentary level, of the importance of effective interpersonal and inter-group relations.

3. Coping With Student Problems

Sessions 3 & 4

In Classroom and non-classroom settings (playground, lunch, study hall, etc.).

4. Growth and Development

Sessions 5 & 6

An outline of the growth pattern which may be considered to be normal with an indication of the problems to be expected in dealing with children in kindergarten, elementary, junior high, and senior high.

5. Orientation to the Basic

Concepts of School Subjects
and Their Teaching Techniques

Session 7

Emphasis on the commonly employed techniques in the major subject areas of language arts, mathematics, science, social studies.

6. Familiarity with Office and A-V Equipment

Sessions 8 & 9

For instructional aides--familiarity with office non-confidential records and forms and office machines; familiarity with 16mm film, film-strip, overhead projectors, and tape recorders.

7. Public Relations

Session 10

An explanation of the problems of communications, explanation of school policies and regulations with typical illustrations, a stress upon ethics as a member of the staff.

8. First Aid

Session 11

Emphasis on the legal aspects and caution on what not to do in addition to presentation by the instructor and discussion.

SAMPLE TEAM AIDE SCHEDULE FORM

MONDAY	<u>Assignment</u>	<u>Teacher</u>	<u>Deadline</u>
Typing:	Complete stencils for school newspaper.	J. Knighton	2/28
Class Coverage:	Period 7--Individual Research--Room 203		
Audio-Visual:	Make overhead transparency on Civil War	A. Case	Period 3
Other:	Set up tape lesson in Room 204. Remain with teachers.	T. Evarts	Periods 5-6
TUESDAY			
Typing:	Type poems for small-group instruction	J. Knighton	Period 2
Class Coverage:	Period 5--Individual Research--Room 204		
Audio-Visual:	Check second-half of "long a" tape lesson	T. Evarts	Periods 5-6
Other:			
WEDNESDAY			
Typing:	Run off school newspaper on mimeograph for Friday distribution.		
Class Coverage:	Period 5--Individual Research--Room 208		
Audio-Visual:	Make masters for duplicating machine		
Other:	Supervise small research group.		
THURSDAY			
Typing:	Continue team report--copies for all teachers.		
Class Coverage:	Period 6--Individual Research--Room 208.		

	<u>Assignment</u>	<u>Teacher</u>	<u>Deadline</u>
THURSDAY (cont.)			
Audio-Visual:	Work with students on theme-centered bulletin boards, all rooms.		
Other:	Review flash-card assignment with small group.		Period 5
FRIDAY			
Typing:	Collect school newspaper money--prepare packages for each home-room.		
Class Coverage:	Period 6--Individual Research--Room 208.		
Audio-Visual:	Develop a series of transparencies concerning health problems--check with Mrs. Schwebel.		Needed 3/5
Other:	Be sure all students have copies of Course Selection cards for next guidance meeting.		

This schedule is used in the Benjamin Franklin School of the Norwalk (Conn.) Public Schools, modified as necessary to fit a particular aide's work.

POSITION AND ROLE OF THE TEACHER AIDE

[The detailed material on teacher aides given below is published by Fairfield, Connecticut, Public Schools. It covers teacher aides' responsibilities, usefulness, and conditions of employment.]

The Role of the Teacher Aide

The work of the teacher aide is varied and responsible, involving the performance of clerical and related duties in order to relieve the teacher of non-teaching responsibilities.

While much of the work will be of a clerical nature, on many occasions the teacher aide will be in the classroom under the supervision of a regular teacher. The clerical duties would involve such tasks as duplicating tests, cutting stencils, and in general relieving the teacher of paper work other than the correcting of subjective tests. Under supervision the aide might assist in the cafeteria, library, etc.

The aide is employed during the teachers' calendar year and will report at least 15 minutes prior to the opening of school in the morning and will remain for at least one-half hour following the dismissal of pupils.

Duties will vary, and the following description is illustrative and is by no means to be considered a limiting factor on the duties a teacher aide may be required to perform.

Ability, Skills, and Knowledge

Ability to work harmoniously with students, teachers, parents, and others.

Ability to type accurately at a reasonable speed.

Ability to maintain clerical records.

Ability to adjust to change, since the duties are so varied in nature.

Ability to recognize that some of the material for which she is responsible is confidential and must be so kept.

Desirable Training and Experience

Graduation from high school, supplemented by liberal arts or special subject-area experience and training.

Experience in performing general clerical and office work.

Interest in and willingness to contribute skills and hobbies.

Awareness of the importance of appearance, speech, manners, poise.

Duties

The duties of the teacher aide are many and varied but important and necessary, for without such assistance they are duties necessarily performed by the teacher herself. Following are some illustrations of the possible responsibilities of the teacher aide:

Records

Keep cumulative cards up-to-date:
 additions to family
 information completed when child leaves

Prepare report cards and envelopes for teacher's use

Check return of report cards after marking periods

When child transfers or leaves:
 prepare transfer card for teacher to complete
 check material to go with child
 file cards which remain at school

Revise class lists as necessary

Record teacher's marks in record book

Etc.

Duplicated Material

Prepare and duplicate for teacher's use:
 assignments
 tests
 seatwork
 book lists
 outlines
 etc.

Attendance Records

Prepare daily report for office

Keep register daily

Balance register monthly in pencil; complete in ink when checked

Mark attendance on all cards:
 A.D.P.
 cumulative
 report
 transfer

Etc.

Money Collection

Lunch and milk

Insurance

Fund drive

Picture

P.T.A.

Etc.

Books and Supplies

Prepare requisitions for supplies

Check and store supplies as delivered

Inventory books and supplies

Complete book and equipment inventory

Have material ready for instruction periods as requested:

 supplementary books

 AVA material

 duplicated material

 art supplies

Help teacher check materials and books used directly by children

Classroom Management

Assume responsibility for preparing attractive display of pupils' work:

 classroom

 hall bulletin boards

Make provision for seasonal displays

Plan and make charts as directed

Assist in operation of AV machines

Assume responsibility for careful housekeeping

Keep files of children's work

Check to see that pupils' written assignments are completed and submitted

Distribute routine notices to class

Etc.

Classroom Activities

Correction of objective written work

Reading of stories

Under teacher's supervision, assistance with:
 field trips
 library periods
 physical education activities

Etc.

Out-of-Classroom Activities

Under the direct supervision of the teacher, assist:
 in the cafeteria
 on the playground
 with the loading of buses
 in the corridors

Availability

Availability for school or aide meetings

Availability and willingness to take in-service training either during or after normal school hours.

Employment of Teacher Aides

Recommendation to the Superintendent for the employment of teacher aides shall be made on the following basis:

1. When class-size in kindergarten exceeds present maximum policy. The nature of the group will, in part, determine the urgency of the request.
2. In grades 1-6, a combination of circumstances may warrant the employment of an aide. Factors to be considered are:
 Class-size
 Nature of the group (e.g., very slow learners, etc.)
 Grade level--primary, intermediate
 On some occasions, avoidance of split grades

3. Aides may also be provided in classes organized to meet the needs of children with special learning disabilities.
4. On the secondary level, aides may be used when a teacher's load does not fall below accepted standards and when the use of an aide ensures increased student production. Aides may also be used in laboratory situations in order to free the teacher for instruction.

Conditions of Employment

Physical Examination

1. All personnel, on appointment, shall present evidence of physical and mental fitness in accord with the requirements prescribed by the School Medical Advisor.
2. On request of the Superintendent, any staff member may be required to present evidence from a qualified physician that he is physically and mentally qualified to perform his duties in a satisfactory manner.
3. All personnel, except lunchroom personnel, shall have a chest x-ray, or produce evidence of a negative tuberculin test, once every three years.

Assignment

1. Non-certified personnel shall be assigned by the Superintendent to those positions where they are best qualified and in the best interests of the Fairfield School System.

Transfer

1. Transfers shall be made at the discretion of the Superintendent in the best interests of the Fairfield School System.

Probation

1. All non-certified personnel are on probation for a period of one year.

Evaluation

1. Non-certified employees shall be evaluated twice a year during the first year of service and once a year thereafter.

SAMPLE TEACHER AIDE JOB DESCRIPTION

[Job descriptions of aides need to be comprehensive enough to cover all kinds of aide activities. The job description for aides in the Schenectady, N.Y., Public Schools given here does this with illustrative examples of aide work, and also notes aide job requirements and the experience and training that are acceptable.]

General Statement of Duties

Assists school teachers in the performance of their teaching functions by performing a wide variety of non-teaching duties; does related work as required.

Distinguishing Features of the Class

The title is employed for positions which are created for the main purpose of relieving school teachers of that part of their duties, which while related to the teaching process, can be performed by non-professional personnel. The assignments delegated to individual employees in this class vary greatly. They include duties of limited scope such as helping children in lower grades with their outer clothing as well as other tasks requiring specialized skills or knowledges or the exercise of considerable judgment such as speaking a foreign language or assisting in the production of a television program. Consequently, the examples of work listed below are intended to demonstrate the many different kinds of work performed in this class although individual positions are limited to one or a restricted number of such assignments.

Examples of Work: (Illustrative Only)

Assists teachers in supervising recreation and lunch periods and in study halls;

Reads in a foreign language from prepared scripts for tape recording purposes;

Assists in overseeing operation of language laboratory equipment;

Helps to set up science laboratory equipment and conduct experiments, and performs limited review of student laboratory reports;

Helps to prepare and produce television programs;

Reads to and plays records for children in lower grades;

Provides piano, violin, or other musical accompaniment;

Assists in physical education classes by issuing equipment and helping in other non-teaching duties;

Performs varied clerical duties including the correction of test papers, recording of grades, maintaining files, and preparing statistical reports;

Guides children at street crossings;

Oversees students passing between classes and in various parts of the building and connecting grounds;

Has charge of supplies and equipment, locker rooms, and swimming pools;

Helps children in lower grades with wearing apparel.

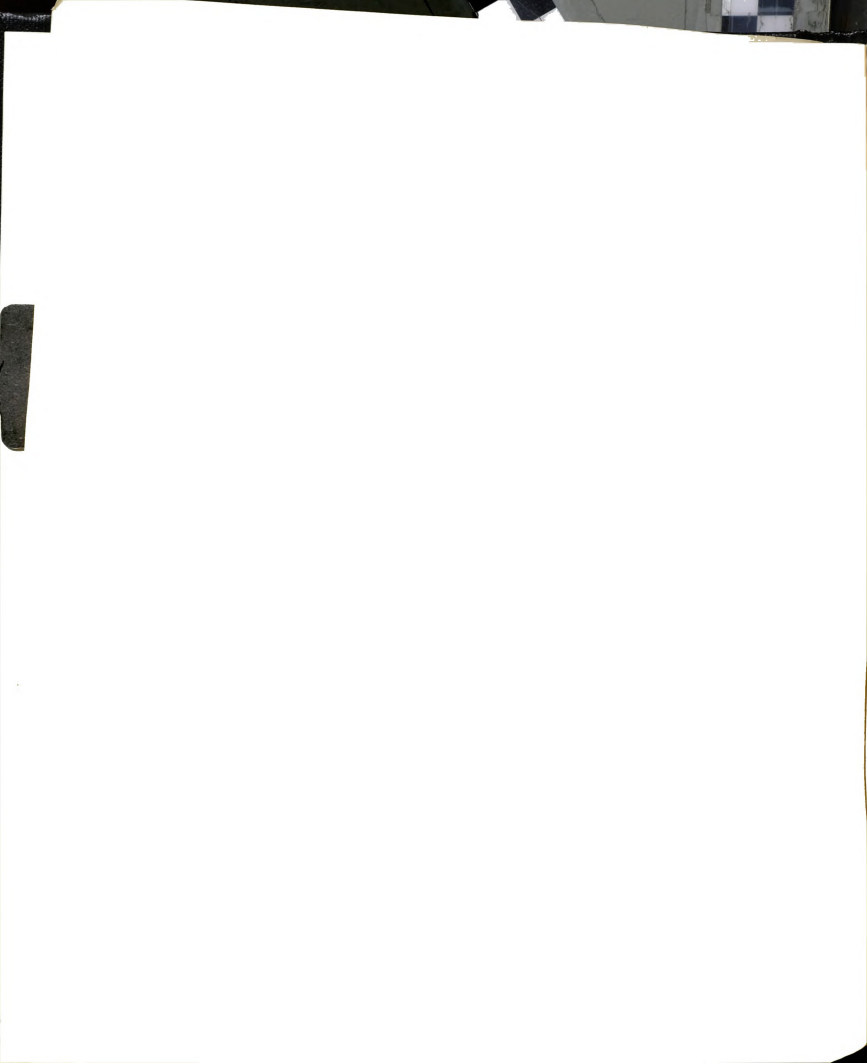
Required Knowledges, Skills and Abilities

Good general intelligence; ability to establish good relationships with children and others; familiarity with classroom routine; good background or knowledge in clerical aptitude; resourcefulness in conducting above-described activities indirectly related to teaching process;

neat personal appearance, ability to maintain discipline; tact; courtesy; good judgment; good physical condition.

Acceptable Experience and Training

Graduation from high school supplemented by additional experience and knowledge in a particular field where specialized duties are involved; or any equivalent combination of experience and training.



OUTLINE OF ADULT EDUCATION
PRE-SERVICE TRAINING COURSE

[Pre-service aide training courses acquaint prospective aides with the organization, personnel, and procedures in schools, as well as with educational principles. The course outlined here consists of 12 two hour sessions for prospective aides sponsored by the Adult Education Division of the Norwalk (Conn.) Board of Education, which has used teacher aides since 1958. Note that course participants are not guaranteed jobs--the instructor stresses that "We are not a placement agent."]

Course Description

This course explores the role of the paraprofessional in assisting the classroom teacher with those duties that are essentially non-teaching. Each participant is given a simulated, practical opportunity to relate to people, create theme-centered bulletin boards, work with audio-visual equipment and make a contribution to cooperative planning of lessons. Please note: Typing skill is an essential part of almost all teacher aide positions.

Sessions 1 and 2

1. Pass out letter concerning primary goals of the course.
Discuss and emphasize that we are NOT a placement agent.
2. Have each participant complete a 5 x 8 card: name, address, telephone number, years of completed education, type of work experience, where, when, do you type?
any pertinent comments or data relating to this course.
3. Have participants list PRE-CONCEPTIONS of a teacher aide position.

4. Ask what they think their relationship should be with the:
 - a. school
 - b. principal
 - c. teacher
 - d. team leader
 - e. children
 - f. parents
 - g. community
5. General discussion concerning the above.

Sessions 3 and 4

1. Discuss the history of teacher aides.
 - a. Norwalk Plan, Conn.
 - b. Bay City, Mich.
2. Rationale of aides
 - a. oversized classes
 - b. relief (for teacher) from non-professional tasks
 - c. recruitment of teachers improved
 - d. better utilization of audio-visuals
 - e. contributions to classroom
 - f. serve as a change agent within the community
3. Reactions
 - a. teachers
 - b. children
 - c. parents
4. Pros and cons
5. Guideposts
 - a. discussion concerning criteria for selection of aides
 1. good moral character
 2. evidence of good physical and mental health
 3. good grooming
 4. English usage
 5. pleasing personality
 6. average intelligence
 7. evidence of successful experience working with children, adults, or within school situations

- 8. like children or youth
- 9. clerical skills
- 10. musical ability
- 11. artistic ability
- 12. education: More than a high school education
Less than HS but successful work
experience
From particular environment useful
to school

Sessions 5 and 6

- 1. Review use of various school forms:
 - a. registration procedure and forms
 - b. school attendance procedure (register if necessary)
 - c. test control cards
 - d. report cards
 - e. inventory cards
 - f. lunch money procedure
- 2. Panel discussion of "working teacher aides" from
different grade levels.
 - a. elementary, junior high, secondary, and team
 - b. outline their duties and responsibilities
 - c. discuss pros and cons of particular situation
 - d. general discussion, questions, and answers

Sessions 7 and 8

- 1. Demonstration of office equipment, audio-visual
equipment, etc.
 - a. have expert available for instructions
 - b. divide into groups for practical experience
 - c. question-and-answer period
 - 1. ditto machine
 - 2. mimeo
 - 3. overhead projector
 - 4. photocopy machines
 - 5. tach X and controlled reader
 - 6. others

2. Have bulletin board expert explain instructional use of bulletin boards.
 - a. give groups of participants bulletin board assignments
3. Schedule visit to one of the teacher aide positions for each participant

Sessions 9 and 10

1. Growth and development patterns of school age children.
 - a. selected discussion topic and readings
 - b. general discussion regarding concerns of children
2. Coping with classroom problems and situations during:
 - a. classroom activities
 - b. study halls

Sessions 11 and 12

1. Seminar sessions to discuss "how to":
 - a. apply for position
 - b. grooming and personality
 - c. emphasizing known skills
 - d. final evaluation and follow-up activities.

THE FUNCTIONING PROGRAM
ADMINISTRATION AND SUPERVISION

I. Administration of School Volunteer Units

- A. The initial request for a School Volunteer unit should come from an interested principal, after consultation with his staff (Sample attached).
- B. The administrator or chairman of the School Volunteer Program should meet with the principal to discuss his request, the availability of volunteers to meet the needs, and procedures to be followed.
- C. Staff members should submit their requests for volunteer service to the principal: type of service needed, days, and times.
- D. School Volunteer administrator or chairman, principal, and staff member should plan jointly the assignments, training, and supervision of volunteers.

II. Procedures

- A. For the pilot project, and for each School Volunteer unit established subsequently in a school, a unit chairman should be appointed to perform the following duties:
 - 1. General liaison between School Volunteer Executive Committee and volunteers in a particular school.

2. Responsibility for the day-by-day operation of the School Volunteer unit in her school.
 - a. Meets at least once a week with each volunteer.
 - b. Reads volunteers' daily reports to pinpoint problems and seek solutions.
 - c. Takes care of all routing details of signing in and out, reporting absence of volunteer to teacher, temporary reassignment if teacher or student is absent, securing materials, etc.
 - d. Requisitions supplies and materials.
 - e. Files periodic reports on the activity of each volunteer.
 - f. Supervises the operation of the community resource file within the school.
 - g. Arranges details of in-service training by school personnel.
3. Identifies leadership for future programs.
4. Promotes good public relations between the School Volunteer Unit and the community.
5. Acts as liaison with the Parent Association.
6. Works directly with individual children in classes on a limited basis.

B. As the School Volunteer Program expands into more schools, it may be desirable to appoint professional or volunteer coordinators, preferably from among those who have had previous experience as School Volunteers. They would perform the following duties:

1. General supervision of the schools in her district.
 - a. Processes teachers' requests and assigns volunteers.
 - b. Shares with the school staff the on-the-job training and supervision of each volunteer.
 - c. Shares with the unit chairmen the responsibility of supervision and evaluation of the work of the whole School Volunteer program in each school and in her district.
 - d. Confers with principals and teachers and attends faculty meetings.
 - e. Holds regular meetings with unit chairmen in her district to stimulate exchange of ideas and the development of new programs and procedures.
 - f. Identifies volunteer leadership.
 - g. Is available to individual volunteers for consultation and guidance.

2. Liaison between Central Volunteer office and School Volunteer units in her district.
 - a. Consults with Administrator on questions of policy and procedure.
 - b. Reports on all new procedures originating in her programs.
 - c. Processes and relays requests for additional services in a functioning program.
 - d. Does initial processing of requests for expansion of programs within her district.
 - e. Attends professional staff conferences at Central Office.
 - f. Presents regular evaluation, statistical and financial reports to Central Office.
 - g. Secures or develops materials needed in the program.
3. Liaison between school personnel in district and School Volunteer units.
 - a. Assists in identifying areas of need in a district.
 - b. Assists in planning, arranging, and conducting training sessions in individual schools and in the district.
4. Assistance in promoting good public relations between the School Volunteer units and the community.

C. Routine procedures.

1. Each School Volunteer unit should maintain a "Time Sheet" for Volunteers to sign in and out on each day of service.
2. An index file card should be maintained for each volunteer in the School Volunteer office in each school: Name, Address, Telephone, Person to be notified in an emergency, Special skills (Sample attached).
3. Regular procedures should be established for volunteers to notify unit chairmen of absences.
4. Each School Volunteer should record daily in a "Log Book" the services she performed, her reactions, suggestions, problems, and requests for help.
5. Orderly procedures should be developed governing use of School Volunteer books and materials.
6. A permanent record card should be left at the School Volunteer Central Office (Sample attached).

III. Supervision of School Volunteers

- A. As the chief supervisory person in the school, the principal is responsible for the over-all supervision of the volunteers assigned to his school.

- B. Volunteers in the General Classroom Help Program should be supervised by the teacher to whose class they are assigned, and by the coordinator or unit chairman.
- C. Volunteers in Special Programs should be supervised by the coordinator or chairman and by special staff personnel (e.g., Corrective Reading Teacher, Math Specialist, Librarian, etc.).
- D. The unit chairmen and coordinators should be supervised by the principal and the Administrator of the School Volunteer Program.
- E. Annual reports on each volunteer's service should be made by the unit chairman or coordinator.

PRINCIPAL'S REQUEST FOR SCHOOL
VOLUNTEER SERVICE

SCHOOL:

PRINCIPAL:

ADDRESS:

TELEPHONE NUMBER:

DATE OF REQUEST:

Register:

Number of classes:

Professional personnel other than classroom teachers:
(Please specify)

What activities are conducted by the Parent-Teacher Association, individual parents, or other volunteers in your school during the school day?

What after-school activities are available?

For what kind of service do you anticipate using the services of the School Volunteers?

How many School Volunteers would you like to have?

What public transportation is nearest to your school?

What space is available for a School Volunteer office?

For out-of-class assistance to
individual children?

For books and supplies?

National School Volunteer Program, Public Education
Association, New York.

SCHOOL VOLUNTEER RECORD CARD

NAME: _____

ADDRESS: _____ TEL. NO.: _____

SOURCE OF REFERRAL: _____

DATE OF INTERVIEW: _____ DATES OF TRAINING: _____

SERVICE BEGAN: _____ WITHDRAWAL: _____

REASON FOR WITHDRAWAL: _____

SPECIAL SKILLS:

In case of emergency, notify: Name: _____

Address: _____

Telephone: _____

SERVICE RECORD:

SCHOOL	YEAR	MONTHS	HOURS	TYPE OF SERVICE

DATE: _____

UNIT CHAIRMAN OR COORDINATOR'S ANNUAL EVALUATION
OF SERVICE BY AN INDIVIDUAL VOLUNTEER

SCHOOL: _____ NAME OF VOLUNTEER: _____

UNIT CHAIRMAN OR COORDINATOR:

LENGTH OF TIME OF VOLUNTEER'S SERVICE: FROM:

TO:

1. Attendance outstanding _____
 satisfactory _____
 irregular _____
 (if irregular, please give
 reasons for absence)

2. Punctuality outstanding _____
satisfactory _____
irregular _____
(if irregular, please give reasons for lack of punctuality)

3. Has the staff reaction to this volunteer been
- good _____
- fair _____
- poor _____

4. Has the reaction of the children been
- good_____
- fair_____
- poor_____

5. What special strengths or abilities does this volunteer have?
6. What weaknesses does this volunteer have?
7. What recommendations or suggestions do you have in regard to this volunteer?

EVALUATION OF THE SCHOOL VOLUNTEER PROGRAM
IN EACH SCHOOL

I. Criteria for evaluation

- A. What are the defined goals of the program?
- B. What evidence is there of the achievement of those goals?
- C. How can this service be improved?

II. On what can evaluation of the program in a school be based?

A. On-going evaluation

- 1. Informal comments by members of the school staff, principal, and volunteers.
- 2. Unsolicited oral or written comments by school staff, principal, and volunteers.
- 3. Conferences between volunteers and school staff.
- 4. Volunteers' daily log.
- 5. Observation.
- 6. Monthly reports by unit chairman or coordinator (Sample attached).

B. Evaluation at the end of the school year

- 1. Teacher Evaluation Questionnaire
- 2. Principal Evaluation Questionnaire
- 3. Unit Chairman and/or Coordinator Annual Evaluation Form

4. Volunteer's Evaluation Questionnaire

(Samples attached).

- C. Statistical study of achievement levels of children in special help programs.
- D. Statistical time study of relief or professional staff from non-professional chores.

TEACHER'S ANNUAL EVALUATION QUESTIONNAIRE
CLASSROOM ASSISTANCE

DATE: _____

SCHOOL: _____

TEACHER: _____

GRADE: _____

1. Have you used the services of a School Volunteer this year?

Regularly _____

Occasionally _____

Never _____

2. Would you like to have a School Volunteer assigned to you next year?

Regularly _____

Occasionally _____

Never _____

3. What kinds of service would you like to have?

4. Has the reaction of the children to the volunteer been

Good _____

Fair _____

Poor _____

5. Do you feel that the School Volunteer was given adequate training before she was assigned?

6. Has the on-the-job training of the Volunteer proved satisfactory?

7. Has the service offered by the Unit Chairman and/or the Coordinator proved satisfactory?

8. To what extent did the assignment of a School Volunteer to your classroom free you from non-professional chores?

Considerably _____

Moderately _____

Not at all _____

We should appreciate all comments and suggestions you would like to add about the School Volunteer service:

PRINCIPAL'S ANNUAL EVALUATION

School: _____ Principal: _____

1. Would you like to have the School Volunteer service continued at your school next year?

2. What kinds of service would you like to have?

3. Has the general reaction of the staff to the School Volunteers been
good _____
fair _____
poor _____
4. Has the liaison between you and the School Volunteer unit in your school been satisfactory?

5. Has the liaison between you and the Central School Volunteer Office been satisfactory?

6. Has the on-the-job training of volunteers been satisfactory?

7. Has the on-the-job supervision of the volunteers been satisfactory?

8. Has the help given to individual children or small groups of children in the special program tended to improve their achievement level? (If possible, please attach statistics).

9. Have the services of School Volunteers appreciably relieved your staff of non-professional chores?

We should greatly appreciate any comments or suggestions you might care to make.

National School Volunteer Program, Public Education
Association, New York.

DATE:

ANNUAL EVALUATION BY UNIT CHAIRMAN OR
COORDINATOR IN A SCHOOL

SCHOOL:

UNIT CHAIRMAN
OR COORDINATOR:

1. Involvement of personnel:

- A. Number of volunteers serving in classrooms _____
- B. Number of volunteers giving general school service _____
- C. Number of volunteers giving general school Volunteer office service _____
- D. Number of volunteers giving services to individual children or small groups outside of classroom _____
- E. Number of volunteers added to the program during the year _____
- F. Number of volunteers who dropped out of the program during the year _____
- G. Total amount of man hours during the year _____
- H. Number of volunteers who wish to continue serving next year _____

2. Service:

- A. List the types of service the School Volunteer performed for the classroom teacher.
- B. List the types of general service the School Volunteer performed for the school, outside of classroom activity.
- C. List the types of service that were given to individual children or small groups of children outside the classroom.
- D. List the types of general service the volunteer gave to the School Volunteer office.

3. Training and supervision:

- A. Did members of the school staff participate in the training of volunteers? _____

In the supervision of volunteers? _____

- B. Was in-school training done through individual conferences? _____

group conferences? _____

printed materials? _____

demonstration of techniques? _____

observation of experienced volunteers? _____

other _____

- C. Were arrangements made for volunteers and teachers to confer on individual children? _____

4. Books and materials:

- A. Do you have a satisfactory collection of text books? _____

library books? _____

- B. Do you have an adequate supply of instructional materials in the School Volunteer Office? _____

- C. Does the school supplement your own supply of books and materials? _____

not at all _____

adequately _____

generously _____

5. Teacher reaction:

- A. Number of teachers on staff _____

- B. Number of teachers using School Volunteer classroom service _____

- C. Number who have requested continuation of classroom service _____

D. Number who have indicated they do not
wish continuation of classroom service

E. Number of new requests for classroom
service

MODEL TEACHER AIDE POLICIES AND REGULATIONS

[Most school systems do not have board policies for teacher aides as yet, possibly because the idea of aides is still in the developmental stage. For this reason, Dr. Becker has assembled the following model board policies and administrative regulations for aides on the basis of his experience over 10 years with aides in the Norwalk (Conn.) schools. School administrators may feel free to borrow from this material in formulating their own policies.]

Model PoliciesGeneral Policy on Staff
Utilization

In order to provide differentiated services and programs to meet the individualized needs of all pupils, it is essential to utilize all personnel at their highest levels of competence. As far as possible, members of the professional staff shall have the assistance of auxiliary personnel, and up-to-date equipment and materials shall be available.

Services of Auxiliary Personnel

Modern schools require the services of personnel possessing a wide range of talents and abilities. In addition to professional personnel, such as subject specialists, social workers, and nurses, the needed personnel include non-certificated persons who perform a variety of functions. A single approved list of these duties cannot be compiled, but the following are essential conditions governing the assignments to be given to non-certificated personnel:

1. There must be specific training for, and evidence of, competence for each assignment or function to be performed.
2. The supervising teacher shall provide specific directions as to when and for whom each function is to be performed.
3. All duties and functions performed by auxiliary personnel shall be supervised by certificated teacher. The constant physical presence of the supervising teacher is not essential, but the teacher must always be readily available.

The work of the teacher aide is important and shall be kept challenging. The position of aide is not to be considered a dead-end job. Assignments of greater difficulty and requiring greater skill may be made on the basis of demonstrated competence. Opportunity for advancement shall be provided.

Services of Volunteers

Under appropriate circumstances, the assistance of volunteers has enormous potential for making needed talents and resources available, and is to be encouraged. It is the responsibility of the administrative staff to see to it that volunteers receive adequate training and direction. Suitable assignments, consistent with the abilities of the volunteers and the needs of the school system, shall be determined. Appropriate recognition shall be given to volunteers for their services.

MODEL REGULATIONS

Recruiting

All vacancies shall be advertised in local newspapers.

Selection

So far as it is feasible to do so, the teachers who will supervise the auxiliary personnel shall participate in their selection.

Orientation and Training

Successful functioning of auxiliary personnel is dependent on adequate and effective training. The major phases of a comprehensive training program include:

Pre-Service

Orientation

In-Service

College or university sponsored programs

The needs of the individual shall be analyzed in determining the training program. The training program shall be continuous and on-going.

Assignments shall be determined by demonstrated competence. In general, it is undesirable to assign personnel to work with their own children, but they may work in the same schools their children attend.

Supervision of Auxiliary Personnel

Standards of expected performance shall be made clear in advance. There shall be continuous supervision and constructive suggestions for improvement shall be offered. Conferences shall be held with each individual as frequently as necessary.

Evaluation and Records

At least once each year, a written evaluation shall be made of the services of each teacher aide and assistant teacher. This evaluation shall include:

1. Strengths
2. Weaknesses and areas for improvement
3. General rating

The evaluation shall be sent to the Superintendent of Schools, but the individual being rated shall receive a copy.

Working Conditions

Teacher aides should have a contract which sets forth both their rights and their responsibilities. In general, the work year should be comparable to that of teachers. Teacher aides would receive the periodic vacations which teachers have during the school year.

There shall be provision for earned sick leave which may be accumulated at the rate of one day per work month.

Teacher aides may be allowed a visiting day each year, but plans for the visiting day must be approved by the school principal.

As new but important members of the school staff, teacher aides are expected to attend faculty meetings. If the agenda of the faculty meeting would not be of concern to teacher aides, they may be excused.

Teacher aides should be on the mailing list to receive staff bulletins and other communications.

Compensation

Salary schedules shall be developed for teacher aides, and these schedules shall be reviewed to keep them current. Full time auxiliary personnel shall be paid an annual salary with provision for annual increments. The Board of Education recognizes that auxiliary personnel work at different levels of skill and responsibility, and therefore provides separate schedules for teacher aides, assistant teachers, and associate teachers.

Auxiliary personnel who work on a part-time basis are paid on an hourly rate in accordance with the level of skill and responsibility and the number of years of service.

APPENDIX II

PACER (TM)

A Methodology for Program Evaluation
in School Systems

Oakland Schools (an intermediate school district in the Michigan educational system) has developed and is marketing a computer-based system which provides analytic and prescriptive processing of testing data in a manner which is designed to facilitate the evaluation or assessment of school programs at the classroom level. The system involves specially written tests used with optically-scanned answer sheets. By use of the system, which is known as PACER (Trademark), it is possible to prescribe improvements or changes in school programs. The methodology can be applied to comparisons between programs, to measurement and description of individual, class, or district curricular progress as well as to the assessment of experimental treatments. The methodology of the system is adaptable to clinical evaluation, developmental program evaluation, or special program evaluation. Its methodology is designed for use in dynamic mode as a means of assessment of quality and quantity concurrently with the events of education.

While the PACER (Trademark) system of program evaluation could be used with any test, it departs radically from the norming strategy of standardized tests. The system does not require control groups or matched-pairs, though it can be used with either. In the PACER (TM) system of program evaluation there are not assumptions of normality of distribution, and no usage is made of parametric statistics such as standard deviation or coefficients of correlation.

In this system, instead of measuring pupil achievement against items, item achievement is measured against pupils. Programs of education are measurable in terms of numbers of percentage of pupils who achieve each test item.

Ordinary test analyses are performed upon measurement numbers no smaller or less complex than a pupil score, which is defined as the sum of all items for a pupil. PACER analysis begins with the smallest and least complex unit possible: the single item achievement of a single pupil. It maintains and reports all of these pupil-item units together with meaningful combinations of them. Whenever output reports a summed score, it also reports each part of all the parts summed.

As a result, any value reported by the system does not need to be interpreted by an accompanying statement of probable accuracy, since every value is accompanied by the

complete list of added parts. In such a context, measurement error is a relatively meaningless idea. An example is given with the positive answers checked on PACER.

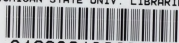
<u>Pupil No. 11</u>	<u>Number Right</u>	<u>Per Cent Right</u>
+++++10+++	13	100 Word Meaning E
+++++C+++10++	11	91 Word Meaning M
AC+++++10+--	9	69 Word Meaning H
++++A++++10++A+++++20	18	90 Paragraph Meaning E
B+C++++AB10++DDC+++++20	13	65 Paragraph Meaning M
+++++-----10-----20	5	25 Paragraph Meaning H
+++++C++++10++++++	16	94 Spelling E
+++++A10+++++	15	93 Spelling M
CC++B+C++10++BBDA+	9	52 Spelling H
	<u>109</u>	<u>73</u>

In addition, a detailed single item was also reported and achievement of the treatment group versus the non-treatment group and the girls versus the boys within the groups was reported. The results of PACER helped in determining the areas the volunteers stressed and which items and areas of learning need re-teaching.

The cooperating teachers directed and closely supervised the aides in supplementing and reinforcing the class work. They worked only with the experimental groups in both fourth grades and were given the areas of drill in reading each day in which they were to work. The control groups in the fourth grades were given no help by the aides.



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