A DEVELOPMENTAL PARAPROFESSIONAL
PROGRAM FOR THE EDUCATION OF
FUTURE TEACHERS ENROLLED IN THE
TWO·YEAR COMMUNITY JUNIOR COLLEGE

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ABSTRACT

A DEVELOPMENTAL PARAPROFESSIONAL PROGRAM FOR THE
EDUCATION OF FUTURE TEACHERS ENROLLED IN
THE TWO-YEAR COMMUNITY JUNIOR COLLEGE

By

Aaron Leslie Steenbergen

This study examined (1) the need for the two-year
college to take a more active role in the preparation of
teachers; (2) the need for the two-year college to develop
a new role in the preparation of educational personnel;
(3) the proposed curriculum developed at Lansing Community
College for the education of pre-teaching students, utiliz-
ing an educational career development ladder as a vehicle
for producing differentiated staff; and (4) the differen-
tial perceptions of the several categories of personnel
who have worked with the program with a view toward gain-
ing insight into their satisfactions and dissatisfactions
with the program.

A review of the literature indicated that there is
a need to provide prospective future teachers with early
and extended pre-student teaching laboratory experiences
in school classrooms. Furthermore, with the recent influx
of paraprofessional personnel into school systems there

is the requirement that future teachers have an intelligent understanding of the role of paraprofessionals, and the teachers' new supervisory role in regard to them. It was further noted that the subcultures peculiar to the respective school and university systems may at times generate dysfunctional pressures with the consequence that cooperation in teacher education and training may suffer. Moreover, the review of the literature revealed that the local situation may heavily influence the amount and duration of pre-student teaching laboratory experiences available for students attending four-year institutions. Finally, the review included an examination of the rapid development of the two-year community junior college and the role it has traditionally played in teacher preparation.

The role the two-year college has fulfilled in teacher preparation was assessed as being largely a passive one, tied as it has been to offering university parallel courses offered in the traditional standard program. It was noted that the two-year college has gained some recognition for training teacher aides and other paraprofessionals.

The literature pertaining to the community junior college suggested that this comparatively new institution in higher education may fill a need where the university could not because of its local situation. Many of the

1,100 two-year colleges are located close to K-12 school systems, and that by using a developmental paraprofessional program, the following benefits would seem to logically accrue: (1) the future teachers would obtain invaluable experience in the schools while assisting teachers; (2) the future teacher would acquire insight into the role of the teacher aide and would be in a better position to use an aide himself, having had the experience of being one; (3) children and teachers in local schools would benefit by having the student trainee assisting them in the class-room; (4) the future teacher would move from "non-concern" to greater concern with teacher related problems and would assign increased meaning to his courses in education; (5) screening committees in colleges of education that are concerned with admitting candidates to upper division study would have more reliable evidence upon which to base their decisions; (6) some students would select themselves out of preparing to teach, while others would increase commitment to teaching if afforded early extended con-tacts with the realities of the school classroom.

A developmental paraprofessional program designed and developed between Lansing Community College and the Lansing Public School System was introduced as a model for the preparation of future teachers enrolled in the commun-ity junior college. The study presented information re-garding the genesis, implementation, and subsequent

evaluation of this program, labeled the "Teacher Assistant Program."

The program was evaluated against criteria of rationality and logic, expert authority and that of empirical grounding through a perception study. Some of the assertive comments regarding the value of pre-student teaching laboratory experiences and paraprofessional education for future teachers were transposed into items and a questionnaire, labeled the Program Evaluation Form (PEF), was administered to ten referent groups having contact with the program. The research design was exploratory.

The groups were classified into four categories: (A) college student trainees, (B) classroom teachers, (C) building principals, and (D) school administrators and college instructors. Category "A" included (1) full-time students, (2) part-time students who were also employed as teacher aides in local schools, (3) part-time students who were training under funds granted under the Education Professions Development Act, EPDA. Category "B" included the three groups of classroom teachers supervising the student trainees, and category "C" included the respective building principals. Category "D" consisted of upper-echelon school administrators, college instructors and coordinators, as well as advisors and consultants who had contact with the Teacher Assistant Program.

The research design was exploratory. No hypothesis was accepted or rejected. It was intended primarily to

obtain information on the differential perceptions of the program as held by the various referent groups, and to determine relative favorability or unfavorability.

The major findings of the perception study indicated that:

1. All referent groups perceive the Teacher Assistant Program favorably, and tend to agree with the assertive statements made about it in the Program Evaluation Form (PEF).

2. That within the same class of student trainees, the perception of favorability tends to increase with distance from the scene of actual classroom interaction.

3. That the perception of favorability appears to be influenced by the social character of the student trainees taking part in the Teacher Assistant Program.

Further analysis suggested that the building principals of the full-time student trainees were most positive toward the program with the part-time student trainees, EPDA, next most positive. Positive, but least so, were the classroom teachers of the part-time student trainees, EPDA. Ranking slightly above them in least favorability were the building principals of this same group.

Significant also was the degree of favorability accorded the three top ranked items. There was close to strong agreement across all groups that (1) the significant amount of early practical training in the schools is highly desirable if one is planning on teaching as a career; (2) the trainee's practical experience with

<u>children</u> provides a level of psychological insight into
their behavior far greater than can be acquired through
reading about children; and (3) the education and training
of pre-teaching candidates would be improved if the lower
divisions (freshman and sophomore years) of all universities
and colleges incorporated programs like the Teacher
Assistant Program.

While more sophisticated evaluation techniques
and broader studies are clearly warranted, the findings
of this study suggest role changes for the two-year
community junior college and four-year institutions con-
cerned with the selection, education, and training of
future teachers.

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EDUCATION OF FUTURE TEACHERS ENROLLED IN

THE TWO-YEAR COMMUNITY JUNIOR COLLEGE

By

Aaron Leslie Steenbergen

A THESIS

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DEDICATION

In this time of social turmoil, this disser-
tation is dedicated to the spirit of that
countless number of ABD's who even now fight
the good fight in the field, but whose efforts
may also have the unfortunate consequence of
costing them program completion.

ACKNOWLEDGMENTS

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Introduction

As new specific institutions within a system of
institutions are introduced, the functions allocated to
pre-existing institutions may appropriately change to
take into account the unique potentialities of those new
institutions. Among the functions of the system of insti-
tutions which make up formal education is that of prepar-
ing instructional personnel for the system itself. The
rapid development of the community junior college as a
new unit in the system of formal education suggests re-
vision of functions of existing institutions in order to
capitalize upon new opportunities which the community-
junior college offers in the field of preparing instruc-
tional personnel.

It so happens that simultaneously with the
development of the community junior college as a major
unit in the system of formal education, t he entire program
of professional preparation of teachers is being seriously
questioned on other grounds, with particular attention
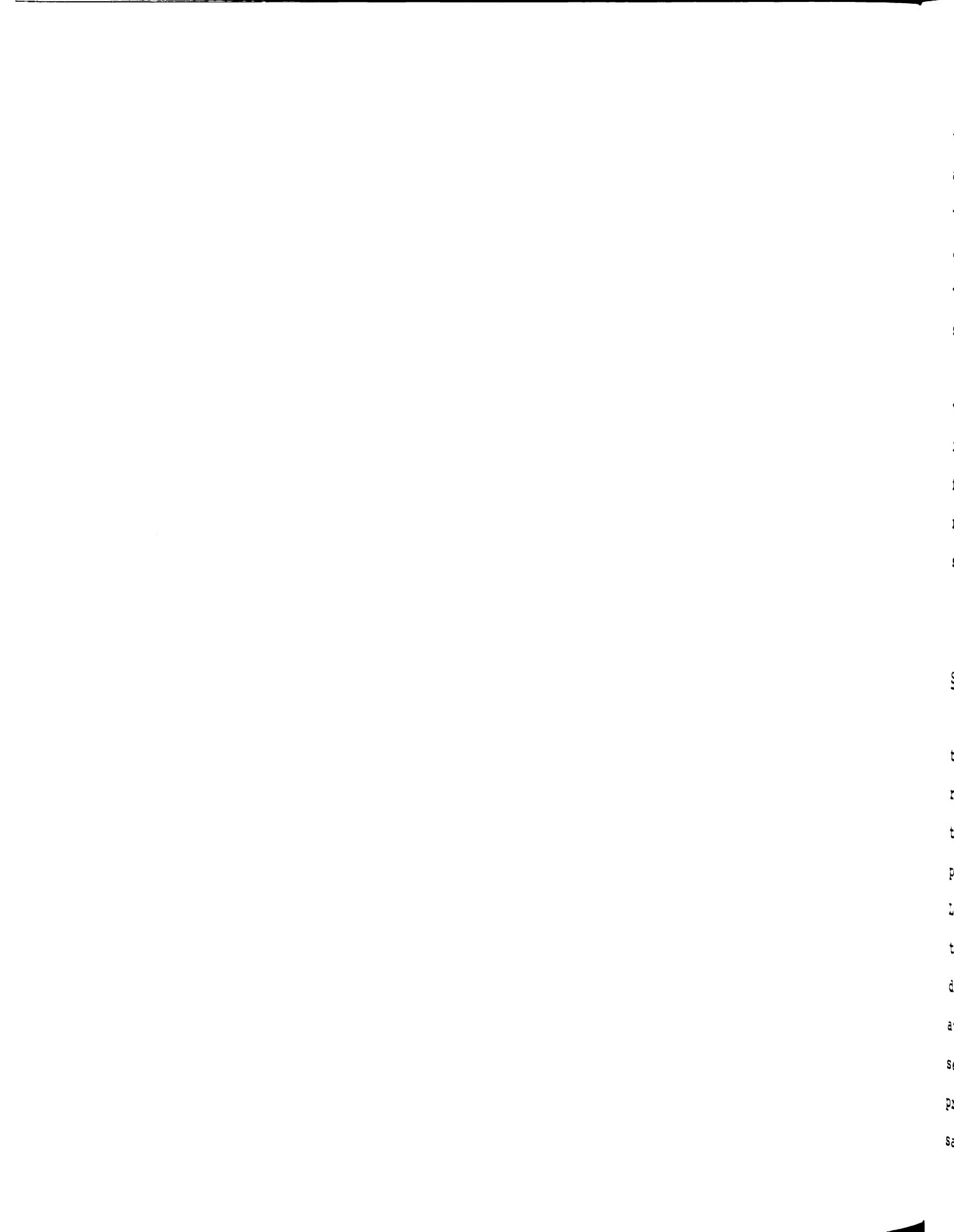
to (a) increasing the meaning of the professional and academic components of the program on the part of the teacher-to-be; (b) preparing personnel to fill differentiated staff roles in the system; (c) developing the future teacher as person; (d) improving the selection of teachers; self and other.

A serious theoretical and practical issue in teacher education today is thus to coordinate the revised institutional system and the revised conception of professional preparation in order that an improved preparation of teachers can be achieved through the changed system of institutions as this is emerging.

The Problem

Statement of the Problem

The present study examines (1) the need for the two-year college to take a more active role in the preparation of teachers; (2) the need for the two-year college to develop a new role in the preparation of educational personnel; (3) the proposed curriculum developed at Lansing Community College for the education of pre-teaching students, utilizing an educational career development ladder as a vehicle for producing differentiated staff; and (4) the differential perceptions of the several categories of personnel who have worked with the program with regard to their satisfactions and dissatisfactions with the program here being examined.

Importance of the Study

Educators are continuing to search for that combination of resources necessary to provide experiences best suited for the education and training of teachers in a democratic society. At the time of this writing, considerable dissatisfaction with traditional teacher preparation programs was being expressed by educational leaders and the public at large.[1] Consequently, many universities and four-year colleges responsible for teacher preparation are currently attempting to design and implement new programs to meet this criticism and to assist pre-teaching candidates in their tasks of acquiring knowledge, internalizing values, and developing the skills necessary for effective teaching.[2]

Representatives of the various colleges of education understandably wish to select candidates whose personality characteristics best lend themselves to the facilitation of growth on the part of the students set under their charge. The problem of whom to admit to upper-division teacher preparation courses and eventual certification to teach is complex and is only one of

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[1]Dwight W. Allen and Robert A. Mackin, "Toward 76: A Revolution in Teacher Education," Phi Delta Kappan, LI, No. 9 (May, 1970), 485-88.

[2]S. C. T. Clark, "The Story of Elementary Teacher Education Models," The Journal of Teacher Education, XX, No. 3 (Fall, 1969), 283-91.

several confronting teacher education. It is apparent
that the grade point averages has not proven to be a
reliable indicator of future performance in the classroom.[3]
A trend now developing before admission to upper-division
work in teacher preparation is the requirement that some
evidence be presented indicating that the candidate for
admission has had some experience working with children
or youth. It is particularly desirable that such experi-
ence be obtained in a nursery, elementary, or secondary
school.[4]

Among some of the other problems plaguing pro-
fessional education one may include the following: (1)
the apparent lack of commitment to teaching on the part
of students in current teacher preparation programs; (2)
the high turnover of teachers; (3) the demand to provide
training and education for differentiated staffing roles;
(4) the need to provide career opportunities in the
enterprise of education for disadvantaged citizens who
may have the potential to be instructional aides, or
teachers; (5) the need for appropriate settings in the
public schools in order that pre-student teaching

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[3]C. H. Slaughter, "A Proposed Screening Program
for Elementary Teacher Candidates," The Journal of Teacher
Education, XX, No. 3 (Fall, 1969), 344.

[4]Report of the Committee for Recommending Stu-
dent Selection Criteria and Procedures for Elementary
Teacher Certification Programs, Part II, College of
Education, Department of Elementary and Special Education
and College of Human Ecology, Department of Family and
Child Sciences, Michigan State University, 1971, p. 3.

laboratory experiences may be obtained so that the student may discover greater meaning in professional and academic courses undertaken; (6) the need to provide conditions for pre-teaching students which will enable them to experience the realities of the classroom in order to make more intelligent career decisions early in their college careers; (7) the need to present screening committees in the colleges of education with evidence, in addition to the grade point average, that the applicant possesses qualities considered essential for effective teaching and professional development; (8) the need to develop future teachers in a manner which will enable them to acquire insight and understanding of the role of the teacher's aide, and to be able to direct and supervise the aide effectively in schools utilizing differentiated staffing.

The position taken in this study is that along with the rapid development of the two-year community junior college movement has come the promise of the alleviation of many of the problems previously mentioned. The present role of the community junior college in the preparation of future teachers is largely passive. Its function has been mainly limited to offering lower-division university parallel courses of a quite traditional and standard nature, usually in the arts and sciences. The two-year community junior college can be

seen as much more than a junior partner in the perpetu-
ation of mediocrity and tradition in the lower-division
preparation of future teachers; it has also been a very
silent and timid junior partner. By contrast, the emerg-
ing new role cast, urged, outlined, and to some degree
evaluated, is of a far more aggressive nature. The set of
institutional behaviors associated with this comparatively
late-comer in higher education are those of an active
participant in dynamic cooperation with four-year insti-
tutions concerned with the selection, education, and
training of future teachers.

It is suggested that the conclusions and recom-
mendations of this study have wide implications for other
two-year community junior colleges, as well as for the
lower divisions of many four-year institutions engaged
in teacher preparation.

Definition of Terms Used

Paraprofessional.--"The paraprofessional is
defined as a person who has less than the required or
expected level of education or training, but who is
performing duties usually performed by the professional."[5]

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[5]Arnold Glovinsky, The Paraprofessional Study of
the Wayne County Intermediate School District, Office of
Professional Development and Instructional Services
(East Lansing: Michigan Education Association, June 7,
1968), p. 1.

Standard Program.—This term was interpreted as meaning a program in teacher education which " . . . consists mainly of two years of general education followed by a two-year professional education sequence (usually introduction to education, observation, methods of teaching, psychology of learning, child psychology, adolescent psychology), plus student teaching."[6]

Prestudent Teaching Laboratory Experiences.—Throughout the study, this term shall be interpreted as meaning all those pre-service contacts, prior to student teaching, which occur with children, youth, and adults (through observation, participation, and teaching) and which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.[7]

Limitations of the Study

A precise classification of this study is somewhat difficult to accomplish. It may be seen to overlap both the historical and survey categories. As Mouly has written:

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[6]Mario D. Fantini, "The Reform of Teacher Education: A Proposal for New York State," Phi Delta Kappan, LIII, No. 8 (April, 1972), 478.

[7]Parts of this definition are taken from Karl R. Kramer, "The Effect of the Attitudes of Prospective Teachers on the Utilization of Professional Laboratory Experiences for the Development of Insight About, and a Commitment to, Teaching" (unpublished doctoral dissertation, Michigan State University, 1966), p. 8.

No one system of classification can fit a field as complex as education. On the contrary, if they are to be effective in dealing with problems as complex as those in education, educational research methods must be varied, complex, and, inevitably, overlapping. This is especially true inasmuch as, at the present stage of its development as a science, education needs exploratory studies that have general significance in broad areas.[8]

Perhaps the most severe limitations are those concerned with the survey components of the study. The study did not set out to accept or reject hypotheses, as it was primarily exploratory. It did attempt to discern broad differences in favorability or unfavorability toward the Teacher Assistant Program, and to gain insight into differential perceptions of the program as held by the various referent groups. While the data suggest tendencies and dispositions, the population size and the technique used indicate that while some relatively broad conclusions may be safely drawn, more sophisticated studies concerning the Teacher Assistant Program are needed.

Summary and Overview

This chapter was structured to introduce the problem, indicate the importance of the study, and to recognize some of its limitations. Definitions of terminology, where appropriate, was also undertaken. In Chapter II, a review of pertinent literature is

[8]George J. Mouly, The Science of Educational Research (New York: Van Nostrand Reinhold Co., 1970), pp. 204-05.

considered. In Chapter III, the concept of a developmental paraprofessional program for future teachers is developed. Planning considerations are examined and the curriculum for the Teacher Assistant Program is presented. The construction of an instrument for evaluation of the program as seen by the ten referent groups is discussed. In Chapter IV, an evaluation of the concept is undertaken. A summary of the study, with conclusions, recommendations, and implications for teacher education is presented in Chapter V.

CHAPTER II

REVIEW OF PERTINENT LITERATURE

The review of the literature is primarily directed at and limited to the following topics:

1. The need for extended pre-student teaching laboratory experiences.

2. The influx of paraprofessional personnel in the schools and the changing role of the teacher.

3. Some sources of tension between school and university sub-cultures.

4. The rapid development of the community junior college movement with some implications for teacher education.

The Need for Extended Pre-student Teaching Laboratory Experiences

It has been nearly twelve years since Myron Lieberman wrote The Future of Public Education. In 1960 he argued that: "We are at the threshold of a revolution in education, a revolution which will alter drastically

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every important aspect of education as a social insti-
tution and as a profession."[1] He strongly urged that
institutions preparing future teachers reshape their
policies and practices in order to constructively assist
in guiding the revolution. One revision he desired is
noted in the following:

> Teacher education should be changed to make it accord
> with sound principles of professional training. This
> will require an end to the practice of deferring
> practical training until the period of student teach-
> ing. A much larger measure of practical training
> must be included in some (but not all) of the courses
> which precede student teaching or teacher intern-
> ships.[2]

Lieberman concluded his book with this comment:

> Public education constitutes one of the important
> occupational frontiers in American life. This
> frontier requires pioneers, every bit as resourceful
> as those who conquered geographical frontiers in an
> earlier day. It is a frontier on which many roles
> are wandering in search of leaders who understand the
> problems and the potentialities of public education.
> My firm conviction is that a handful of such leaders
> can bring about a revolution in education, a revolu-
> tion such that the practice of free public education
> in the United States will stand as its major contri-
> bution to the human community of the future.[3]

The revolution in education has failed to
materialize. Change, yes, but hardly revolution. Haber-
man, in a sharp critique of universities wrote that:

> Any status survey will reveal that the proverbial
> third grade in Peoria grinds on pretty much as it

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[1]Myron Lieberman, The Future of Public Education
(Chicago: The University of Chicago Press, 1960), pp. 1-2.

[2]Ibid., p. 115.   [3]Ibid., p. 228.

did in 1910. Our record for self-change is even more dismal. After decades of massive aid for innovation, which university has been signifi-cantly changed? What critics said of the total university in 1940 they could repeat in 1970, and ditto for teacher education.[4]

Lieberman's suggestion that practical training in the schools not be deferred until student teaching is apparently still largely that: a suggestion. Popular critics of teacher education are quick to point out this defect. Silberman, in his bestseller Crisis in the Class-room, did so at some length. Some of his extended remarks are well worth repetition here:

Remarkably little has changed, in fact, since 1904, when John Dewey described the unhappy conse-quences of the failure to relate theory and practice in teacher education. The teacher coming out of the usual teacher training school, he wrote, has not re-ceived "the training which affords psychological insight—which enables him to judge promptly (and therefore almost automatically) the kind and mode of subject-matter which the pupil needs at a given moment to keep his attention moving forward effec-tively and healthfully."
He does know, however, that he must maintain order; that he must keep the attention of the pupils fixed upon his own questions, suggestions, instruc-tions, and remarks, and upon their "lessons," for that, after all was the way he was taught.[5]

Dewey was discussing student teaching, and was arguing against plunging the student teacher prematurely

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[4]Martin Haberman, "Twenty-Three Reasons Uni-versities Can't Educate Teachers," The Journal of Teacher Education, XXII, No. 1 (Summer, 1971), 136-37.

[5]Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 459.

into problems of keeping order in the classroom. Given

the full responsibilities of a classroom teacher, the

student is seen as devoting too much attention to exter-

nal, practical matters at the expense of acquiring and

developing psychological insight into pupil needs.

Dewey wrote that:

> Along with this fixation of attention upon the
> secondary at the expense of the primary problem,
> there goes the formation of habits of work which
> have empirical, rather than a scientific sanction.
> The student adjusts his actual methods of teaching,
> not to the principles which he is acquiring, but to
> what he sees succeed and fail in an empirical way
> from moment to moment: to what he sees other
> teachers doing who are more experienced and success-
> ful in keeping order than he is; and to the injunc-
> tions and directions given him by others. In this
> way the controlling habits of the teacher finally
> get fixed with comparatively little reference to
> principles in psychology, logic, and the history of
> education. In theory, these matters are dominant,
> in practice, the moving forces are the devices and
> methods which are picked up through blind experi-
> mentation; through examples which are not ration-
> alized; through precepts which are more or less
> arbitrary and mechanical; through advice based upon
> the experience of others.[6]

He added that:

> Here we have the explanation, in considerable part
> at least, of the dualism, the unconscious duplicity,
> which is one of the chief evils of the teaching pro-
> fession. There is an enthusiastic devotion to cer-
> tain principles of lofty theory in the abstract--
> principles of self-activity, self-control, intel-
> lectual and moral--and there is a school practice

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[6]John Dewey, "The Relation of Theory to Practice in Education," The Relation of Theory to Practice in the Education of Teachers, The Third Yearbook of the National Society for the Scientific Study of Education, Part I (Bloomington, Ill.: Public School Publishing Company, 1904), pp. 14-15.

taking little heed of the official pedagogic creed. Theory and practice do not grow together out of and into the teacher's personal experience.[7]

Dewey makes a strong argument for a scientific approach in student teaching, and for easing the student teacher into control of the classroom. His remarks in this respect provoke little criticism, while by contrast, the period in the standard program when the practice teaching usually occurs has drawn considerable fire.

Silberman asserts that:

The fact that most education schools delay practice teaching until the student's senior year is another serious, and sometimes fatal weakness, for it denies students the chance to discover whether they like teaching or not until the end of their course of study.[8]

Selden also deplores the set of circumstances mentioned above. He writes:

Most prospective teachers have romanticized notions about what they are going to be able to do for humanity once they get in a room alone with thirty to forty children. The realities of classroom life are often a rude shock, but more and more the truth about teaching has permeated the public domain.[9]

One does not have to search the literature to any great extent before it becomes quite apparent that the advocates of pre-student teaching laboratory experiences

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[7]Ibid.

[8]Silberman, op. cit., p. 461.

[9]T. M. Selden, The Teacher Dropout (Ithaca, N.Y.: F. E. Peacock Publishers, Inc., 1970), p. 71.

are many and often vehement. Thompson, in discussing the reasons why teacher education programs failed, listed seven misconceptions which he felt hindered the improvement of teacher education programs. As he detailed them, he remarked that:

> A second misconception is that the study of theory almost automatically improves practice. We have larded teacher education courses in human growth and development, learning, educational sociology, and philosophy of education—to mention only a few—that concentrate in the main on theory. The assumption appears to be that theory after all, is the most practical of all studies; hence the more theory, the better. This assumption, however, appears valid only if the student comprehends the linkages between theory and practice; and in teacher education, such linkages are often missing, or tenuous.[10]

He went on to argue that, unlike the medical profession, teacher education has no prolonged internship. He wrote:

> Instead, teachers enter the classroom as full-fledged practitioners after an all-too-brief encounter with student teaching; after only one quarter or one semester of tutelage in cadet or student teaching, it is small wonder that the candidates knows so little about the connections between theory and practice.[11]

The advantages of greater contact with the realities of the classroom through pre-student teaching laboratory experiences were more explicitly set out by Ort:

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[10]Ralph H. Thompson, "Where Teacher Education Programs Fail," The Journal of Teacher Education, XXI, No. 2 (Summer, 1970), 265.

[11]Ibid.

What do we hope to gain from pre-student teaching laboratory experiences? . . . We might start with these purposes for the student:

1. Development of sensitivity: to a teacher's role; to the needs and nature of children; to the nature of learning processes and immediate implications for teaching processes that are closely related.
2. Development of insight: into each item listed above; into himself as a teacher-to-be; into curriculum structure and development.
3. Development of teaching skills.
4. Refinement of teaching skills.
5. Changes in perception. Perhaps this is a re-statement of the other ideas, but it seems to be highly related to the process of changes in be-havior. As such it can become a tangible goal.[12]

Fuller's study, among others, implies support of

Ort's statements regarding perception. In reporting the

concerns of education majors before contact with pupils in

classrooms, he stated that:

Although these students had problems, their spon-taneously reported problems were those usually en-countered in counseling adolescents. These students rarely had specific concerns related to teaching it-self. . . . The teaching-related concerns were usually amorphous and vague; anticipation or apprehension. Most often they didn't know what to be concerned about. . . . This pre-teaching period seemed to be a period of non-concern with the specifics of teach-ing, or at least a period of relatively low involve-ment in teaching.[13]

Fuller indicated the pre-teaching phase is one

of non-concern with teaching-related problems. This is

in sharp contrast with the concerns expressed by student

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[12]E. Brooks Smith, et al., Partnership in Teacher Education (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967), p. 263.

[13]Frances F. Fuller, "Concerns of Teachers: A Developmental Conceptualization," American Educational Research Journal, VI, No. 2 (March, 1969), 219.

teachers, and even those who have had only very brief actual teaching contact. In discussing his study and others, Fuller remarked:

> Can changes toward concern with pupils be encouraged by treatment? Two kinds of procedures appear to be promising. First are procedures which arouse teaching-related concerns. Perhaps very brief actual teaching can arouse such concerns. Newlove (1966) reports arousal of teaching-related concerns after only fifteen minutes of teaching à public school class. Education students may need to teach before enrolling in even a first education course.[14]

Bennett's study on teacher commitment adds further support for the case urging more actual classroom and pupil contact for future teachers than commonly found in the standard program. The final conclusion of his study of first-year elementary teachers is reported below.

> Teachers feel that professional education courses should involve more teacher-pupil contact similar to actual teaching situations. It was further concluded that more emphasis should be given earlier in the teacher-training program to courses involving teacher-pupil contact. On the basis of findings from the ranking of professional education courses, by regularly certified teachers, it was concluded that student teaching was by far the most beneficial experience for first-year teachers. . . .[15]

Gallegos, like Bennett, was also concerned with teacher commitment. He wrote:

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[14]Ibid., p. 223.

[15]Don Bennett, "Teacher Commitment--Whose Responsibility?" The Journal of Teacher Education, XXI, No. 4 (Winter, 1970), 517.

If we are willing to accept the empirical evidence that the student-teaching experience has by far the greatest impact on the training of teachers, it is not difficult to envision a program designed around experiential learning opportunities in a real setting. . . . Teacher trainees would be placed in public school classrooms to carry out specific teaching-learning tasks from the very moment they formally declared their intent to work toward certification. This experience in the public school classroom would continue throughout the entire training period rather than just occurring at the end of the program.[16]

He then went on to suggest a ladder program for teacher trainees. The trainee would be in a public school as part of a teaching team for two full days a week. He would carry out teaching-related tasks of varying complexity according to his ability. Gallegos was also persuaded that the extensive early contact with schools in classroom situations would have a number of other positive spin-offs. He stated:

There is no question that the uncommitted student will not be with us for long under this type of rigorous training, and those committed to a career as housewifes will certainly reconsider the price of their security. In addition, one would expect that those students who enroll for teacher-training and discover they really do not enjoy it or lack the aptitude would become aware of this much earlier and change majors.[17]

Ryan also pointed out the relatively low level of commitment to teaching which characterizes many students enrolled in teacher preparation institutions.

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[16]Arnold M. Gallegos, "Teacher Training: The Realities," The Journal of Teacher Education, XXIII, No. 1 (Spring, 1972), 44-45.

[17]Ibid., p. 46.

He states that: "Thirty per cent of the people who are trained as teachers in our nation's universities and colleges never teach a class."[18]

Ryan cited a work by B. O. Smith, in justifying his assertion. Smith, in Teachers For the Real World, stated: "Some, especially men, never teach because they find better paying jobs in related fields. Many women who have prepared themselves to teach marry as soon as they are graduated."[19]

He pushed the point of commitment to teaching in the following:

> Perhaps the main reason that so many trained teachers
> never enter the classroom is a lack of commitment to
> the profession born of little investment in prepa-
> ration for it. Not many people who are prepared to
> practice medicine or law fail to follow their pro-
> fession; in all probability they would consider their
> failure to practice a waste of knowledge and train-
> ing. Apparently those who are prepared to teach but
> never enter the classroom do not feel this sense of
> waste. Perhaps they feel that the amount of knowledge
> wasted is not that great or that valuable. If
> physicians were trained by giving them only basic
> liberal arts and science courses and four or five
> courses in medicine in the junior and senior years,
> perhaps they would not feel committed to their
> vocations or competent to practice. Yet this is the
> way teachers are now trained. They are given a basic
> liberal arts program covered over with a thin veneer
> of pedagogy. If they change their occupational goals

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[18]Kevin Ryan and James M. Cooper, Those Who Can, Teach (Boston: Houghton Mifflin Company, 1972), p. 239.

[19]B. Othanel Smith, Saul B. Cohen, and Arthur Pearl, Teachers for the Real World (Washington, D.C.: The American Association of Colleges for Teacher Edu- cation, 1969), p. 24.

and decide to abandon teaching before they enter it, they have lost practically nothing since their preparation is essentially the same as that of a liberal arts graduate.[20]

He added:

If the teacher were required to make a heavy investment in preparation, he would either not enter the field in the first place or not drop out.[21]

The Influx of Paraprofessional Personnel in the Schools and the Changing Role of the Teacher

Perhaps one of the most significant developments in public education in recent years has been the infusion of large numbers of paraprofessional personnel into the schools. Bennett and Falk point out that there were over 200,000 teacher aides employed in various school systems in 1969-70.[22] The number employed is expected to increase at a rapid rate. Brembeck states:

It is predicted that by 1977 there will be one and a half million teacher aides in the United States. Few educational innovations in recent years have spread so rapidly or have had such a pervasive effect as paraprofessionals in the public schools.[23]

The paraprofessionals (sometimes labeled auxiliary school personnel), may function in numerous different

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[20]Ibid.   [21]Ibid.

[22]William S. Bennett, Jr. and R. Frank Falk, New Careers and Urban Schools (New York: Holt, Rinehart and Winston, Inc., 1970), p. 208.

[23]Cole S. Brembeck, Social Foundations of Education (2nd ed.; New York: John Wiley & Sons, Inc., 1971), p. 378.

capacities in school systems utilizing differentiated

staffing. Glovinsky identified twenty-six positions in

the Paraprofessional Study-ESEA, III, Wayne County Inter-

mediate School District (see Appendix E).[24] Edelfelt's

explanation of differentiated roles in the schools is

quite succinct. He writes that:

> Differentiating roles means assigning personnel in
> terms of training, interest, ability, aptitude,
> career goals, and the difficulty of tasks. The
> differentiated staff idea provides a chance to
> structure a school faculty so that personnel are
> encouraged to proceed with their own professional
> training and development to prepare for increased
> responsibility and status with accompanying increases
> in compensation.[25]

Broadly understood, the role of the teacher aide,

as a paraprofessional, may be seen to have at least three

characteristics. Bennett and Falk label them as tech-

nical, supportive, and supplementary.[26] Examples of

technical assistance for the teacher are almost innumer-

able. A few may be illustrative. The aide may monitor

hallways, do classroom record keeping, assist in assembl-

ing materials for classwork, run errands, operate audio-

visual equipment, and do any other "busy work" which

would help the teacher. At times he may supervise

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[24]Glovinsky, op. cit., pp. 15-17.

[25]Fenwick English, "Questions and Answers on
Differentiated Staffing," Today's Education (March, 1969),
58.

[26]Bennett and Falk, op. cit., p. 32.

playgrounds, though this is considered a marginal task.[27]
The aide is considered to be acting in the supportive
sense when the role " . . . requires the aide to do sup-
portive educational functions under the supervision of
the teacher."[28] Bennett and Falk report:

> As long as he functions under the supervision of a
> certified person, a wide range of classroom activity
> becomes possible. The aide can take reading groups,
> he can carry out number games with groups of chil-
> dren, or he may undertake to help a child with some
> special problem on a one-to-one basis.[29]

When the teacher aide adds something to the teach-
ing situation which the teacher could not bring, the aide
is acting out a supplementary role. For instance, the
aide may have a special musical ability, or some other
useful talent which may enhance the teaching situation.[30]

The preceding information concerning the influx
of teacher aides and their role dimensions suggests that the
teacher's role shifts as well. The teacher is no longer
seen as omnicapable, if he ever honestly was. His pro-
fessional role will expand to include that repertoire of
behavioral characteristics which will mark him as a
capable supervisor of paraprofessional personnel. Fisher
states:

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[27]Ibid., p. 33.   [28]Ibid.

[29]Ibid.   [30]Ibid., p. 35.

Tomorrow's teacher will serve as a leader of a group of specialists, some professionally trained and others providing clerical kinds of functions. The teacher's role will be one of coordination, leadership, and meaningful student contact.[31]

In adhering to his professional obligation to develop the minds and the intelligence of the young, the teacher must acquire a fund of new knowledge which will enable him to intelligently direct the activities of adult paraprofessionals set under his charge in the classroom. The teacher's failure to understand the role of the aide, and perhaps more importantly, the change required in his own role as a professional educator, has often led to considerable conflict.[32]

Clark has pointed out that:

Some teachers have resisted the presence of another person in the classroom while they are teaching. These teachers may perceive an aide as infringing upon their professional autonomy in the classrooms. Since many teachers hold the perception that the classroom is their baliwick where they have relative power and isolation, they may give the aide chiefly menial tasks, such as housekeeping and monitoring.[33]

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[31]James L. Fisher, "The New Teacher Education: Prospects for Change," The Teacher and His Staff: Differentiating Teacher Roles Report of the 1968 Regional TEPS Conferences (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association), p. 69.

[32]Bennett and Falk, op. cit., pp. 52-56.

[33]Donald G. Clark, "An Effective Instructional Aide Program: Training for Both Teachers and Aides," Journal of Secondary Education, XLV, No. 6 (October, 1970), 251.

Fisher charges that teacher education programs are doing virtually nothing to prepare future teachers for coordinating the activities of paraprofessionals.[34]

Gordon tends to support Fisher's damaging assertion, where he stated that:

> We must learn to use paraprofessional manpower more efficiently in the educational process. Currently, virtually no elementary teachers are trained to work with other teachers and to use paraprofessionals effectively. Ways must be found to train professionals and paraprofessionals as teaching teams so that each understands the other.[35]

Klopf also commented upon the need for understanding the role of auxiliaries in the school system. He wrote:

> The concentration upon team training of persons of differing competencies as they begin to work together necessarily involves an analysis of change within the school system. This does not preclude concern about an equally exigent need for change-- and perhaps the most fundamental of all--the need to change the philosophy and practice of professional development in colleges of teacher education.[36]

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[34]Fisher, op. cit., p. 69.

[35]Ira J. Gordon, "Education in the 1970's," Peabody Journal of Education, XLVIII, No. 3 (April, 1971), 233.

[36]Garda Bowman, Gordon J. Klopf, and Adena Joy, A Learning Team: Teacher and Auxiliary (New York: The Bank Street College of Education, 1969), p. 4.

Some Sources of Tension Between School
and University Sub-cultures

To a disinterested observer, the absence of
greater harmony, understanding, and cooperation between
school and university systems may appear odd. Dissatis-
faction with teacher education programs as expressed by
public school men is so widespread and commonplace that
it scarcely needs documentation. Representatives of the
public schools are making increasingly strong and authori-
tative requests. Many are demanding a stronger voice in
decisions affecting teacher training.

Hazard, in writing on the subject of "New Demands
in Teacher Education" states that some demands are clear:

1. **Teacher education is the responsibility of the
   total profession, not just colleges and uni-
   versities.** The schism between colleges and
   schools may be explained historically but makes
   no sense at all in either functional or pro-
   fessional terms. Teacher-training programs
   rarely question the basic assumption that college
   professors know more about school teaching and
   school management than those who do it. This un-
   challenged assumption led, quite logically, to
   the hierarchical pecking order among teachers
   and professors. In order of academic clout (and
   status), the graduate professors are first,
   followed by undergraduate professors, junior
   college instructors, high school teachers, and
   grammar school teachers. . . . With professional-
   ism centered on campus, there is little wonder
   that teacher preparation moved farther from the
   real world. . . .

2. **The professional education sequence must include
   early and sustained clinical assignments.** Stu-
   dents in most teacher education programs have
   little or no direct exposure to teaching and
   pupils until they pass the point of no return in
   career planning. We bar their early acquaintance
   with teaching for a variety of reasons, all more

or less transparent put-offs. . . . The reasons
for most of our sequence in teacher preparation
are closer to professorial convenience and ad-
ministrative symmetry than to professional
necessity.[37]

One of the reasons why there is not greater

cooperation among educational institutions at the differ-

ent levels in teacher education is remarked upon by

Haberman:

> Slow-witted, lumbering elephants circle each other
> for a century only to discover they are both males and
> incapable even of friendship. Reports, books, and
> demonstration projects on how we can cooperate have
> not affected any reality. One simple example of this
> organizational gap is that lower schools (justifiably)
> seek instructional services from student teachers
> while colleges build programs which (justifiably) seek
> to exploit these situations as vehicles for student
> teacher's growth.
> There are no budgetary, personnel, or other re-
> sources built into either institution that depend on
> cooperation; quite the contrary, the more either
> institution "cooperates" the more it costs and de-
> tracts from its own major purposes.[38]

Johnson provides additional reasons why school

systems and university systems have difficulty working

together. He cites historic differences between the two

sub-cultures as the primary source of tensions. With

regard to research and development differences, he writes:

> Universities tend to collect numbers of people whose
> preference for theoretical matters is so great that
> they are uninterested in down-to-earth realities.
> Such people tend to start building new theory by

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[37]Margaret Lindsey, _Teacher Education: Future Directions_ (Washington, D.C.: Association of Teacher Educators, NEA Publications, 1970), pp. 117-18.

[38]Haberman, _op. cit._, p. 134.

examining the implications of existing theory rather
than real phenomena. They tend to be reluctant to
try to provide help with the solving of down-to-
earth problems.[39]

On the other hand, Johnson states that:

Public school staffs are largely composed of persons
who are primarily concerned with the solving of
immediate practical problems. They are inclined to
doubt the value of any help they might receive from
a theoretician.[40]

Goodlad enables further insight into the problem

with the following observations:

Conscientious professors are troubled by a schizo-
phrenic situation in which they see little possi-
bility for research productivity if they give to
future teachers the attention professional develop-
ment deserves. To move beyond anything other than
lecturing in seeking to individualize instruction
is to take on an exceedingly difficult role and no
certain recognition. Assistant professors learn
from older colleagues the fate of idealistic young
teachers who chose to go the individualized instruc-
tion route in teacher education programs. Others
are insightful enough to realize that their academic
preparation to be students of the educational pro-
cess is not adequate preparation for the clinical
role of guiding neophytes in pedagogy.[41]

Goodlad also calls attention to the limitations

on the grade school teacher's time. Changing the schools

is a demanding task, requiring considerable teamwork,

and, according to Goodlad:

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[39]Smith, et al., op. cit., pp. 103-04.

[40]Ibid.

[41]John I. Goodlad, "The Reconstruction of Teacher
Education," Teachers College Record, LXXII, No. 1 (Summer,
1971), 65.

> It is unrealistic to expect a staff, with the tag
> ends of energy left over, to enter enthusiastically
> and vigorously into the business of changing schools
> after school is out. Keeping school is, in itself,
> exceedingly demanding. It is not at all surprising,
> then, that the efforts of school staffs, under pre-
> sent conditions of limited time and energy, result
> in peripheral but not basic changes.[42]

The future teacher, like the professors of edu-

cation in the universities and the teachers in the

schools, is also caught up in a schizophrenic situation.

Goodlad depicts the situation in the following remarks:

> Another set of problems in the teacher education
> sequence arises out of the several differing sets of
> values with which the future teacher must cope as he
> moves through his introductory courses into student
> teaching in neighboring schools. No consistent,
> agreed-upon set of values or approaches to valuing
> pervade the preparation program. In chameleon-like
> fashion, the student adjusts to one set of values
> pertaining to the use of theory, research, and in-
> quiry within the university context and then to
> another, pertaining to survival and the perpetuation
> of existing practices during his apprenticeship.
> Since he hopes and expects to be employed by the
> school system in which this apprenticeship is ob-
> tained, the values of the school and classroom where
> he is placed are powerful and pervasive. In general,
> then, he is directed not toward what the schools
> could be, but toward what they are.[43]

The decision, for whatever reasons, to refrain

from a greater cultivation of cooperative ties between

institutions preparing teachers and the public school

systems is considered by many as unfortunate.

It would appear that there is considerable verbal

agreement regarding the need for increased cooperation

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[42]Ibid., p. 66.   [43]Ibid., p. 64.

between the public schools and teacher education insti-
tutions. There seems to be, in addition, some recog-
nition that clinical assignments or pre-student teaching
laboratory experiences are potentially very valuable
parts of the professional sequence. Furthermore, it has
been strongly suggested that such experiences begin early
in the pre-teaching candidate's educational career.

In the wake of criticism and the professional and
public demand for up-grading of teacher education pro-
grams, a number of universities have modified their pro-
fessional education programs to incorporate pre-student
teaching laboratory experiences.

Clark compared nine models of elementary teacher
education which were submitted to the United States Office
of Education and funded by the Bureau of Research in 1968.
In his evaluative comments he remarked:

> The provisions for practical experience were very
> varied, probably because they were always heavily
> influenced by the local situation. One theme,
> however, seems to run through all models; the pro-
> vision of graduated experiences before practice
> teaching. These experiences, developed in detail,
> will be of considerable interest to many educators.[44]

In a 1969 summary of model teacher education
programs, the United States Office of Education pointed
out that operational relationships were also being in-
creased and made explicit between colleges of education

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[44]S. C. T. Clark, "The Story of Elementary
Teacher Education Models," The Journal of Teacher Edu-
cation, XX, No. 3 (Fall, 1969), 284.

and local school districts. Le Baron commented that,

in addition:

> In all models, a deliberate attempt has been made
> to improve communications among the groups responsi-
> ble for preparing and using teachers and to develop
> patterns of mutual cooperation and benefit.[45]

The Rapid Development of the Community
Junior College Movement with Some
Implications for Teacher
Education

It may be worthwhile to re-examine what appear to

be some of the conclusions warranted by the review of perti-

nent literature thus far. They seem to be: (1) the need

to provide prospective future teachers with early and

extended pre-student teaching laboratory experiences in

local classrooms; (2) the need for future teachers to be

thoroughly cognizant of the role of the paraprofessional

in the school system, and to develop an intelligent under-

standing of the professional leadership responsibilities

which devolve on teachers who are assisted by parapro-

fessionals; (3) the recognition that the sub-cultures

peculiar to the respective school and university systems

may at times generate dysfunctional pressures with the

consequence that teacher education and training may suffer;

and (4) that while relationships may be improving between

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[45]Judith Klatt and Walter Le Baron, A Short Sum-
mary of Ten Model Teacher Education Programs, U.S. De-
partment of Health, Education, and Welfare, Office of
Education (Washington, D.C.: Government Printing Office,
November, 1969), p. 19.

school systems and teacher preparation institutions, the
local situation may heavily influence the amount and
duration of pre-student teaching laboratory experiences.

Assuming that the foregoing inferences are
justified, it is possible to draw a number of signifi-
cant implications for a comparatively late-comer in higher
education: the two-year community junior college.
Gleazer writes:

> The community college movement was recently
> described as " . . . going down the educational
> superhighway hell for leather." That is the way it
> looked to Russell Lynes, then managing editor of
> Harper's magazine (November, 1966). This impressive
> pace has won the attention of the nation's press both
> in the news columns and on the editorial pages.[46]

Harper commented that:

> The community college scene has been a wild one over
> the past 10 to 15 years--characterized especially by
> growth and development than can without exaggeration
> or hyperbole be described as nothing short of fan-
> tastic in terms of numbers of institutions, escalating
> enrollments, and expansion of programs. Most ob-
> servers see these elements as sitting on the plus
> side of the movement, representing a major success
> story.[47]

A report by the American Association of Junior
Colleges reveals some interesting facts in support of
Harper's statement:

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[46]Edmund J. Gleazer, Jr., This is the Community
College (Boston: Houghton Mifflin Company, 1968), p.
128.

[47]W. A. Harper, "The Community and Junior College:
An Overview," Peabody Journal of Education, XLVIII, No. 4
(July, 1971), 257.

In fall 1971 more students enrolled as freshmen in
the junior and community colleges of the United States
than in the nation's four-year institutions. In fact,
enrollment in two-year colleges has grown from 600,000
students in 1960 to more than 2.5 million in just ten
years. Today there are some 1,100 two-year colleges.
Projected for the next two years, this kind of growth
indicates that by 1973 there will be some 1,200 two-
year colleges serving 3 million students.[48]

Michigan alone has over twenty-four such colleges.[49]

Many of the states plan to put community college services

within reach of nearly all residents.

A number of significant implications for the

community junior college regarding the education and

training of future teachers may be drawn from the previous

information. The preparation of students for advanced

study in education and the profession of teaching is

certainly within the purposes of the junior college. The

Committee on the Public Junior College of the National

Society for the Study of Education stated that:

[T]he four major purposes of the public junior
college can be identified as (a) preparation for
advanced study, (b) vocational education, (c)
general education, and (d) community service.[50]

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[48]American Association of Junior Colleges, An
Education a Little Out of the Ordinary, Community and
Junior College Viewbook and Report of the American
Association of Junior Colleges (Washington, D.C.: The
Association, 1972), p. 2.

[49]Gleazer, op. cit., p. 27.

[50]The National Society for the Study of Education,
The Public Junior College, The Fifty-fifth Yearbook
(Chicago: The University of Chicago Press, 1956), p. 69.

It may also be useful to state some of the tenets in the community college doctrine. In brief, Harper lists them as: (1) open admissions, (2) low cost, (3) varied programs, (4) community service, (5) accessibility (6) teaching institution, and (7) an innovator.[51]

Some indication of the effect of the community college on four-year colleges and universities may be seen from the following additional remarks by Gleazer:

> In California, Florida, and Mississippi more students began their college work in community colleges than in any other institutions. There was a community college within commuting distance of almost every person in New York State and Florida and California. This would soon be the case in Illinois, Virginia, Michigan, and a score of other states.[52]

Furthermore:

> . . . with the larger proportion of baccalaureate-bound students taking their first two years in the community college, some universities have cut back on their lower-division enrollments in favor of increasing the proportion of students at the upper-division and graduate levels. And in Florida, New York, and Illinois, new public universities have been established that have no lower-division and look to the community colleges, accordingly, as a major source of students.[53]

Schultz, in his discussion of pre-professional programs noted that:

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[51]Harper, op. cit., pp. 259-60.

[52]Gleazer, op. cit., p. 4.

[53]Ibid., p. 54.

Already in states with well developed junior college
systems it is not uncommon to find senior institutions
where the junior class is comprised of more transfer
than native students. Before long, this will be the
norm. Consequently, senior institutions have an in-
creasing stake in the pre-professional programs
offered by junior colleges.[54]

The community junior college is currently fairly

active in the preparation of paraprofessionals for employ-

ment in local schools. Syden writes:

Since the preparation of teacher assistants and aides
usually is on less than the baccalaureate level, local
school districts increasingly are turning toward the
community college for participation in the education
of auxiliary personnel.[55]

Dickinson surveyed teacher assistant programs in

operation in community colleges in 1968. He found over

fifty-two institutions which were offering,or planning to

offer, teacher assistant programs.[56]

For whatever the specific reasons, there appears

to be a tacit assumption that community junior college

cannot figure importantly in meeting new challenges and

problems in the preparation of teachers, although some

credit is given to them for teacher aide training. Even

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[54]Raymond E. Schultz, "Curriculum Trends and
Directions in American Junior Colleges," Peabody Journal
of Education, XLVIII, No. 4 (July, 1971), 268.

[55]Martha D. Graham and John Martinson, Training
Teacher Assistants in Community Colleges: A Survey of
Experience to Date (Washington, D.C.: Communication
Services Corporation, 1968), p. iii.

[56]Ibid., p. 1.

as late as 1969, in discussing trends in teacher edu-

cation, Carroll wrote:

> An institution of considerably less importance and
> influence in the preparation of elementary school
> teachers has been the junior or two-year college.
> Programs in the two-year colleges were encouraged
> early in the period under study (1940-1968) by the
> shortage of elementary school teachers, the demise
> of the normal school, and the general expansion of
> the junior college itself.[57]

Commenting upon the role of the community junior college

and its transfer function, Thornton wrote:

> In its "university parallel" programs, the community
> junior college performs many important educational
> services. It enables many able young people to com-
> plete their first two years of college while living
> at home and thus aids them in conserving some of
> their funds for upper division graduate study.[58]

In reference to teacher education, however, a

further distinctive advantage is offered.

Many of the community colleges are very close to

schools in local school districts. The problem of pre-

student teacher laboratory experiences for students in

teacher education programs should be easily resolved.

Moreover, the local school systems will very likely be

glad to have the assistance of the student paraprofes-

sionals who are in training to be teachers.

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[57]Raymond A. Carroll, "Teacher Education: Trends
in Concepts of the Professional Preparation of Teachers"
(unpublished Doctoral dissertation, Michigan State Uni-
versity, 1969), p. 184.

[58]James W. Thornton, The Community Junior College
(3rd ed.; New York: John Wiley & Sons, Inc., 1972), p. 72.

From the foregoing remarks it is becoming
more apparent that the community college may serve as
an important and appropriate source for lower-division
preparation in the education and training of future
teachers.

In the light of the rapid expansion of the com-
munity college movement and the possibilities it presents,
Gleazer's assertion that: "Obviously two-year and four-
year colleges need to know each other better than has
been true before . . ."[59] may be considered an under-
statement when applied to teacher education.

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[59]Gleazer, op. cit., p. 56.

CHAPTER III

DEVELOPING THE CONCEPT OF A PARAPROFESSIONAL

PROGRAM FOR THE EDUCATION OF

FUTURE TEACHERS

> Every act (consciously performed), is a judgment
> of value; the act done is done because it is thought
> to be worthwhile, or valuable. Thus a man's real
> (as distinct from his nominal or symbolic) theory
> of conduct can be told from his acts.[1]

Introduction

The Teacher Assistant Program developed as a

cooperative endeavor between Lansing Community College

and the Lansing Public School System may be viewed as a

series of acts, consciously performed, to correct a number

of situations regarding the preparation of future teachers

which were considered undesirable.

The researcher was chairman of the Curriculum Com-

mittee in Education, Department of Social Sciences,

Lansing Community College. Responsibilities included

coordinating and assisting in the design and development

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[1]John Dewey, The Study of Ethics (Ann Arbor,
Mich.: George Wahr, Publisher, 1897), p. 1.

of the courses in the education sequence, as well as laying
out the educational career development ladder in close co-
operation with the Lansing Public School System. Perhaps
most critical to the successful development of this para-
professional program was the overall invaluable assistance
and advice generously given by members of the Advisory Com-
mittee, with particular reference to the Instructional Aide
Training Program. This 30 credit hour program formed the
base, or Part I (Teacher Aide), of the three steps of the
educational career development ladder. The second step,
Part II (Teacher Assistant), consists of 15 additional
credit hours in selected subjects, and Part III (Teacher
Associate) requires a minimum of 45 more hours—a minimum
total of 90 credit hours in selected subjects. Upon suc-
cessful completion of the program the Associate of Arts
degree is awarded. Students completing the Teacher Associ-
ate level may then opt to go on the B.A. degree and teacher
certification. An examination of the two-year curriculum
will reveal that while the program focuses on the applied
as much as possible, it must at the same time operate under
the constraints of the entrance requirements for upper-
division study which are set out by four-year institutions.
This is obviously necessary if the educational career
development ladder is to be kept viable. Details regarding
the curriculum itself are included elsewhere in this study
(see page 44 and Appendix A).

It should be pointed out that the use of a career development ladder in the training of paraprofessionals has been advocated long ago by many others. The New Careers Program indicates that there may be at least five possible stages: (1) aide, (2) assistant, (3) associate, (4) teacher-intern, and (5) teacher.[2] Bennett and Falk report a three-step ladder in the Minneapolis School System: (1) aide I; (2) aide II, and (3) school assistant.[3]

Traditional Curriculum Patterns in Teacher Education in the Two-Year Community College

A survey of the program offerings in teacher education in Michigan community and two-year colleges indicate that the majority adhere to a program similar to that of the West Shore Community College, Scottville, Michigan. The 1970-71 catalog states that:

> The student who plans to transfer should, with the aid of his counselor, consult the catalog from the institution to which he wishes to transfer and determine lower division requirements for junior standing at that college. Catalogs of major universities and colleges in the United States are available in the Student Personnel Office and the Instructional Media Center.[4]

The program for pre-teaching students at Lake Michigan College, a junior college at Benton Harbor, Michigan, consists of parallel lower-division university courses. Their 1971-72 catalog states that:

[2]Garda W. Bowman and Gordon J. Klopf, New Careers and Roles in the American School (New York: The Bank Street College of Education, 1968), p. 21.

[3]Bennett and Falk, op. cit., p. 110.

[4]West Shore Community College, General Catalog 1970/1971, Scottville, Michigan, p. 34.

This program satisfies the freshman and sophomore requirements at most Colleges of Education in the State of Michigan. It contains the units customarily listed for the first two years of a baccalaureate program for elementary or secondary teachers.[5]

What the above means, of course, is that, among other things, innovation in teacher education in the community or two-year colleges is somewhat limited by the restrictions of the parallel courses offered by the four-year institutions. The community colleges dare not offer courses to pre-teaching students unless the four-year colleges and universities attach some transfer credit to them, even if only general elective transfer credit. The reasons for that are fairly apparent. Still, even with general elective credit, the student is limited to about 90-96 quarter hours which may transfer. If the program the pre-teaching student pursues is really blocked out for him in the junior and senior years regarding the minimum number of hours he must have in a major and minor field, then the pressures to conform to the lower-division university patterns are even greater.

A few community colleges in Michigan offer a two-year A.A. degree program for individuals desiring to be teacher aides in the local area. For instance, Washtenaw

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[5] Lake Michigan College, _Catalog 1971-72_, Benton Harbor, Michigan, p. 82.

Community College offers an Education Assistant Program.[6]
Jackson Community College offers a secondary and elemen-
tary teacher aide program for the training of classroom
and school paraprofessionals.[7] Much of the credit earned
in these programs will transfer to four-year institutions.
Yet, nowhere does one find a deliberate effort to incor-
porate instructional aide training and education as an
important part of the college program for pre-teaching
students at the elementary and secondary level, except
in the one presently operating at Lansing Community
College. Even there it is optional. It is so because of
the reasons previously mentioned. Approximately 12 hours
of the credit earned transfers as general elective credit.
That is a good deal of general elective credit to take in
education, especially in light of the fact that this
credit costs money and a significant amount of time. In
some cases, because of specific major and minor require-
ments, it may mean that instead of graduating from a four-
year institution with the traditional 180 quarter hours,
the student ends up with 190. Consequently, the number
of students taking advantage of such a program toward
teacher certification is rather small. It is inter-
esting to note, however, that interviews with hiring
officials and school principals, indicated that a new

[6]Washtenaw Community College, Bulletin 1971-72,
Ann Arbor, Michigan, p. 48.

[7]Jackson Community College, Catalog 1970-1972,
Jackson, Michigan, p. 37.

teacher with a B.A. degree, student teaching, and the Teacher Assistant Program as part of her credentials would be favored over one with the B.A. degree, student teaching, and the standard program. This is not surprising, all other things being equal, since students in the Teacher Assistant Program have put more of themselves into preparing for teaching.

<div align="center">

**The Curriculum Pattern for Elementary and
Secondary Pre-teaching Students at
Lansing Community College: A
Career Development Ladder**

</div>

It has been previously mentioned that the traditional lower-division university parallel teacher education courses are available to Lansing Community College students, and have been for some time. An alternative to this program was first offered in September 1970, to regular students interested in becoming teachers in the elementary schools. In September 1971, the alternative was also made available to regular students interested in a career in teaching at the secondary level. Agreements were made with representatives of the Lansing Public School System so that Lansing Community College students could receive field experience assisting teachers in three elementary schools, K-6 and one junior high school, 7-9.

Incoming students desiring to complete their lower-division requirements by way of the Teacher

Assistant Program were interviewed and subsequently selected a grade level and time they would assist teachers in the local schools. They were required to assist teachers on a regular basis, two hours per day, five days a week, for three terms. Students planning on completing the Teacher Assistant Program within two years are assigned to Curriculum Code 114, Part III, Teacher Associate, for educational career development planning purposes. The program for secondary pre-teaching students differs from the elementary in some academic subject matters, and of course, the field experiences.

The Teacher Assistant Program (perhaps more properly labeled the Teacher Associate Program) serves as a program for the beginning of the training and education of pre-teaching students at the elementary and secondary levels and as a source for instructional aides for differentiated staffing. The educational career development ladder built into the program was commended by the Advisory Group as being particularly useful in helping previously "locked in" citizens see a way out and up into full certification as teachers if otherwise qualified.

The program for elementary pre-teaching students is attached. It includes: (1) the career ladder; (2) the aims; (3) the requirements of candidates; (4) the two-year Teacher Associate curriculum; (5) fall, winter,

DEPARTMENT OF SOCIAL SCIENCE

Overview of the Teacher Assistant
Program, Elementary

The rapid changes and developments in our society call for new responsive programs for the preparation of future educators. Lansing Community College, in an actively cooperative relationship with the Lansing Public School System, provides a Teacher Assistant Program for the education and training of elementary pre-teaching candidates and auxiliary school personnel.

A planned, systematic series of courses combines college classes with field experiences assisting elementary teachers in local classrooms. The activities in the local schools are supervised by certificated elementary school teachers and college instructors. Students from the college assist elementary teachers an average of ten hours per week on a regular basis, in addition to their academic studies.

A distinguishing feature of the elementary pre-professional curriculum is the incorporation of an educational career development ladder. Students may begin on the first level, Teacher Aide, and after successfully completing the 30-hour sequence, will be awarded a Certificate of Program Completion, Teacher Aide.

The student may then proceed to the second level, Teacher Assistant, and after completing 15 additional hours of selected courses, may be awarded the One-Year Certificate, Teacher Assistant.

The student may then opt to go on to the third level, Teacher Associate, by completing a minimum of 45 additional credits in selected courses. Students fulfilling all requirements of the Teacher Associate level will be awarded the Associate Degree.

All elementary pre-teaching candidates who eventually plan to complete requirements for the bachelor's degree should discuss with a counselor: (1) any additional required courses; (2) majors and minors; and (3) admission requirements early in the academic program.

The Teacher Assistant Program, Elementary, embodies the following aims among others:

1. To sensitize elementary pre-teaching candidates to problems, demands, and realities of the classroom early in the pre-professional program in order to facilitate intelligent career decisions.

2. To acquaint elementary trainees with the aims, organization, personnel, and procedures of elementary schools.

3. To assist the elementary trainee in the development of a meaningful philosophy of education for a democratic society.

4. To develop professional interest and commitment to teaching and education.

5. To provide conditions for the elementary trainee to obtain cognitive, manipulative, interpersonal and managerial skills enabling the trainee to maximize learning in the schools.

6. To provide relevant academic and field experiences for the trainee by integrating theory with practice in the schools.

7. To educate and train classroom paraprofessionals to work effectively in schools.

8. To train instructional aides to become effective members of a differentiated staff.

9. To enable elementary trainees to acquire skills for working with children which permit the most advantageous use of the professional abilities of classroom teachers.

10. To open avenues for academic progression from a position which may be less-than-high school on through the Associate Degree and transfer to a four-year college or university.

11. To provide the beginning of an open-ended educational career development ladder.

12. To provide the elementary trainee with the advantages of a liberating education as subsumed in the purposes, functions, and objectives of the college.

THE TEACHER ASSISTANT PROGRAM, ELEMENTARY

Selection of Candidates

- Candidates will be college freshmen or sophomores who have indicated an interest in education as a career field with a particular interest in the elementary level.

- Candidates will assist teachers in the elementary grades on a regular basis for approximately ten hours per week throughout the term. Reliability is highly important.

- Candidates will be expected to continue with their assignment in the Program for three terms, Fall, Winter, and Spring.

- Principal's guidelines.

- Other

Training and Education of the Candidates

- Trainees are required to enroll in complementary college courses which will assist them during their field experience in the schools.

- Please refer to the training and education program of the trainees in the Teacher Assistant Program.

- The college coordinator will confer with the school principal concerning classroom visits and conferences during the term.

- The trainee's activities in the school will be conducted under the direction and supervision of a certificated teacher.

- The trainee is expected to learn and comply with the school rules and procedures.

- Principal's guidelines.

- Other

Some Administrative Activities Concerning the Program

- The college coordinator is responsible for ascertaining the final grade for the trainee. The recommendations and comments made by the supervising teacher and school principal will be given serious consideration before a grade determination is made.

- The college coordinator will meet with the school principal and supervising teachers to discuss areas of mutual concern regarding the Teacher Assistant Program and progress of the trainees.

- All trainees will meet the health standards and requirements as set out for volunteers in the classrooms, e.g., chest X-ray.

- Other

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LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Teacher Assistant, Elementary, Associate Degree
(Part III: Teacher Associate)

Curriculum Code: 114

BASIC PROGRAM

Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
Fall Term			**Fall Term**		
SPS 101	Orientation (Optional)	1	NS 101	Botany-Zoology	4
ED 150	Introduction to Education	3	HUM 201	Western Civilization I	4
ED 101	Curriculum Reinforcement	3	ENG 230	Intro to Eng. Lin.	3
ED 102	Curriculum Reinforcement	1	GEO 201	World Regional Geography	4
ED 201	Teacher Aide Practicum	3			15
SS 101	Social Science I	4			
ENG 121	Freshman English	4			
		18 (19)			
Winter Term			**Winter Term**		
ENG 250	Masterpieces of Am. Lit.	3	FBS 212	Found of Bio. Science	4
ED 103	Curriculum Reinforcement	1	NS 102	Chemistry-Physics	4
ED 202	Teacher Aide Practicum	3	HUM 202	Western Civilization II	4
PSY 201	Introduction to Psychology	4	SS 102	Social Science II	4
ENG 122	Freshman English	4			16
		15			
Spring Term			**Spring Term**		
MTH 200	Arithmetic Foundations	(5)	FPS 211	Found of Phy. Science	4
	or		SS 103	Social Science III	4
SPH 104	Principles of Speech	3	HUM 203	Western Civilization III	4
PSY 204	Educational Psychology	3	NS 103	Astronomy-Geology	4
ED 104	Curriculum Reinforcement	1			16
ED 203	Teacher Aide Practicum	3			
ENG 123 or 124	Freshman English	4		MINIMUM TOTAL............94	
		14 (16)			

All practicum courses include one hour formal class meeting and approximately ten hours directed field experience in the schools per week.

Students who eventually plan to complete a bachelor's degree in Elementary Education, should discuss with a counselor: (1) additional required courses, (2) majors and minors, and (3) admission requirements at four-year colleges and universities early in the academic program.

Students desiring to change their curriculum are required to consult with a counselor in Counseling Services.

TEACHER ASSISTANT PROGRAM, ELEMENTARY

<u>Fall Term Course Descriptions</u>

NOTE: Student should be sure that <u>all</u> Education courses and field experience periods are <u>cleared</u> before enrolling in other courses, in order to avoid course conflicts.

<u>SPS 101 Orientation</u> (Optional)   (One Credit)
Orientation is a course which introduces new students to the ways of Lansing Community College. A special effort is made to inform new students of the services available to them and to make known the various ways in which students may involve themselves more fully in college life. This course meets one hour a week.

<u>ED 150 Introduction to Education</u>   (Three Credits)
An introduction to teaching as a profession and education as a career. Included is an overview of the foundations, philosophy, history, and organizations of education as a human endeavor. Current issues and trends in education are examined. Students are offered an opportunity to assist teachers in the schools. No prerequisite.

<u>ED 101 Curriculum</u> Reinforcement   (Three Credits)
An introductory course for pre-teaching candidates and teacher aides. Role orientation of the teacher aide as a significant person in the reinforcement of the school curriculum. Includes theory and methods of preparing audio-visual materials in support of instruction. Introduction to school records, safety, discipline, and permissible first aid. Techniques of assisting teachers through dramatic play and story telling. No prerequisite.

<u>ED 102 Curriculum Reinforcement</u>   (One Credit)
Methods of assisting the teacher in modern math, reading, reading readiness, and phonics. Growth in knowledge of classroom songs and games. Prerequisite: ED 101 or departmental approval.

<u>ED 201 Teacher Aide Practicum</u>   (Three Credits)
Seminar course to provide opportunities for pre-teaching candidates and teacher aides to discuss problems and topics relevant to their academic and field experiences. Includes the application of ED 101 to the school setting. Two credit hours for approximately ten hours per week directed field

experience in a local school.   One credit for one
hour per week formal meeting.   Prerequisite:
ED 101, or ED 101 may be taken concurrently.

ENG 121 Freshman English   (Four Credits)
    Primarily concerned with developingthe student's
    analytical and critical reading and writing skills.
    The student learns to organize ideas clearly and
    cogently in shorter papers.   The student is intro-
    duced to the library and basic research techniques.
    Prerequisite: Satisfactory score on English Place-
    ment Test.

SS 101 Introduction to Social Science I   (Four Credits)
    Survey of major concepts and methods of sociology
    and anthropology.   Emphasis is given to selective
    aspects of culture, socialization, social stratifi-
    cation, associations, primary groups, collective be-
    havior, population-ecology, and cultural history.
    No prerequisite.

TEACHER ASSISTANT PROGRAM, ELEMENTARY

Winter Term Course Descriptions

NOTE: Student should be sure that all Education courses
and field experience periods are cleared before
enrolling in other courses, in order to avoid
course conflicts.

ED 103 Curriculum Reinforcement   (One Credit)
Continuation of ED 102 with addition of the elements
of school methods used in measuring and evaluating
child development. Prerequisite: ED 102 or de-
partmental approval.

ED 202 Teacher Aide Practicum   (Three Credits)
Seminar course to provide pre-teaching candidates
and teacher aides with opportunities to explore and
discuss problems and topics relevant to academic and
work experiences. Includes the application of under-
standing gained through Psychology 201 and other
subjects applied to the school setting. Prerequisite:
PSY 201, ED 102, or departmental approval. Two
credit hours for approximately ten hours per week
directed field experience in a local school. One
credit hour for one hour per week formal meeting.

PSY 201 Introduction to Psychology   (Four Credits)
Designed to give the student a general understanding
of the science of psychology and its methods.
Intelligence, motivation, emotion, perception, learn-
ing and group processes are discussed. An Audio-
Visual-Tutorial presentation utilizing a variety of
media is provided as an aid in developing experiences
and concepts in psychology. No prerequisite.

ENG 122 Freshman English   (Four Credits)
A continuation of English 121. Reading and writing
skills are further developed and special attention
is given to the careful reading of the short story.
The introduction to research techniques is continued
from English 121. Prerequisite: English 121.

ENG 250 Masterpieces of American Literature (Three Credits)
Designed to acquaint the student with some of the
masterpieces of great American writers. Emphasis on
such works as the essays of Emerson and Thoreau,
poetry of Whitman and Frost, prose of Hawthorne,
Melville, and Hemingway, and plays of O'Neill. The
student is expected to write analytical and critical
papers and scheduled examinations. Required for most
students in pre-elementary teaching. Prerequisite:
English 121.

TEACHER ASSISTANT PROGRAM, ELEMENTARY

Spring Term Course Descriptions

NOTE: Student should be sure that all Education courses and field experience periods are cleared before enrolling in other courses, in order to avoid course conflicts.

MTH 200 Arithmetical Foundations (Formerly 200A)
                                    (Five credits)
Required for elementary pre-teachers. Course includes concepts of the "New Math" now being introduced in elementary grades including set theory, algebra, geometry, computation in bases other than ten, and some elementary work in number theory. Also includes review of all basic skills in arithmetic and emphasis on the meaning of the process used, and new format for some of the fundamental processes. Prerequisite: proficiency in basic arithmetic as evidenced by results of an arithmetic skill test. One year of algebra and one year of geometry in high school also desirable.

or

SPH 104 Principles of Speech   (Three Credits)
Introductory course in speech. Study and application of basic principles underlying effective oral communication. Student makes seven speeches during the term. Open to freshmen. (Student is advised to see a counselor.)

PSY 204 Educational Psychology   (Three Credits)
An investigation of the contribution of psychology to education. It is concerned with child growth and development, learning, measurement, and group dynamics in the classroom. Observation of a classroom situation in the student's major field of interest is required. Prerequisite: Psychology 201.

ED 104 Curriculum Reinforcement   (One Credit)
Techniques of assisting teachers through home visitations, parent-teacher, teacher aide conferences. Continued growth in elementary art techniques, group singing, and other musical activities. Prerequisite: ED 103 or departmental approval.

ED 203 Teacher Aide Practicum (Three Credits)
Seminar course for pre-teaching candidates and teacher aides to discuss problems and topics relevant to academic and field experiences. Emphasizes application of learning gained through ED 104, Speech 104, and other subjects as they relate to the function of the teacher aide in the schools. Two credit hours for approximately ten hours per week directed field experience in a local school. One credit hour for one hour per week formal meeting.

ENG 123 or 123 Freshman English (Four Credits)
English 123 is an alternative course to English 124. The student may choose either English 123 or English 124 to complete his Freshman English requirements. English 123 continues the development of the student's skills in writing and thinking in a logical, organized and coherent manner, while acquainting him with a variety of literary genres. The student's writing assignments vary in length and the research techniques previously introduced are developed further in a formal paper. Prerequisite: English 121 and English 122.

TEACHER ASSISTANT PROGRAM

DAILY CALENDAR

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00 AM					
09:00 AM					
10:00 AM					
11:00 AM					
12:00 N					
01:00 PM					
02:00 PM					
03:00 PM					
04:00 PM					
05:00 PM					

Curriculum:
_____

School Assigned:
_____

Principal:
_____

Teacher:
_____

Phone:
_____

Time Assigned:
_____

Grade Assigned:
_____

School Subject
Area:
_____
_____
_____

Special Notes:

Important: The student should be sure that
the field experience period and
other Education courses are
cleared before enrolling for
other classes in order to avoid
possible conflict.

Field Experience Period_____   Student's Name_____

Education Course(s)_____   Address:_____

English Course(s)_____   Phone Number_____
                                              (Where you can be reached)
Other:_____

and spring term course descriptions for Teacher
Assistant; (6) an example of the student's term calendar.

Planning the Teacher Assistant Program
at Lansing Community College

It is clear that one of the most critical con-
siderations in setting up a viable program is assuring
that parties to be affected are called in early in the
planning stage. It was with this in mind that specific
individuals were invited to become members of the Advisory
Committee. Their contributions proved invaluable. Members
of the Advisory Committee included one or more individuals
representing the following:

1. Local teachers' associations (LSEA and GLEA)

2. Michigan Education Association

3. School administrators--principals, directors, and
    consultants of the Lansing Public School System

4. Lansing Community College--Division of Arts and
    Sciences

5. Michigan State University--College of Education,
    Continuing Education, and Urban Affairs

6. Teacher aides now serving in the local schools

7. Michigan State Department of Education

8. Parents from the local community

9. College students, including some in student
    government

10. Model Cities

With such a wide representation one tends to create a program which will have the support of all involved. After each meeting, the members returned to their constituents and brought back their various viewpoints and possible problems. The problems were then resolved and a good many pitfalls and misunderstandings thus avoided.

In a sense, the feeling of the community tended to develop--committee members shared a common goal in getting up the best possible program under the circumstances. Whatever came out of the committee represented in some way a part of each person's "self." This was true, of course, only if all involved honestly endorsed the results. It assumed each member felt free to speak, share his concerns, and make other contributions.

The particular developments leading up to the first paraprofessional training proposal, called an Instructional Aide Training Program, are not only numerous; they are also somewhat outside the scope of this study. Certainly more information could be presented regarding the original proposal for the Instructional Aide Training Program in reference to: (1) introduction, (2) need for the program, (3) relationship with other state programs, (4) procedures for planning and implementation, (5) recruitment of trainees, involvement of teachers and the community, (6) criteria for eligibility,

(7) orientation, training, and education; (8) college
admission requirements; (9) staff relationships.

Briefly, the proposal was funded under an EPDA
grant in 1970, modified and funded once again under EPDA
in 1971. It should be remembered that the 30 credit hours
in the proposal formed the base, or Part I (Teacher Aide),
in the three-part career ladder.

The proposal was submitted by the Lansing Public
School System, with Lansing Community College as the
cooperating college. It called for the training of
twenty instructional aide trainees. The objectives of
the paraprofessional program, as stated in the proposal,
were as follows:

1. To obtain and train classroom paraprofessional
    to work effectively in schools with substantial
    concentrations of children from low income
    families.

2. To provide instructional aide trainees with the
    skills for working with economically disad-
    vantaged children which will help increase the
    effectiveness of classroom teachers. Teacher
    aide trainees will work with children under the
    direction of a certificated teacher and will not
    be assigned "busy" work away from children.

3. To train instructional aides to become effective members of a differentiated staff.

4. To significantly raise the achievements of students especially in the areas of reading and arithmetic (appropriate to their age--i.e., Head Start does not teach reading). In addition to the cognitive aspects, student growth in the behavioral and affective domains will also be measured and assessed.

5. To develop skills of the cooperating teachers necessary to obtain optimum growth of students with whom the instructional aides work. Again aides will work with children.

Criteria for eligibility for acceptance as a trainee in the program was as follows:

1. The applicant must be 18 years of age (copy of birth certificate or other proof of age is necessary from 18 to 21 years).

2. Proof of recent negative chest X-ray or skin test read by a physician and a statement of good mental and physical health is necessary.

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[8]Lansing School District, "Project Application Instructional Aide Training Program, Title V" (EPDA application submitted to the Michigan State Department of Education, Lansing, March 16, 1970), p. 7.

Applicant must have reasonable moral standards (police check) and economic stability.

3. Personal interest and desire to be involved in such employment with completion of course and reasonable employment time must be a goal.

4. Personal references from such community leaders as ministers, local employers, social workers, friends, neighbors, and associates will assist materially in determining eligibility.

5. Experience in working with youth in any capacity will also help to determine eligibility.

EPDA student trainees in the first year of the program also had to be "Model Cities" residents. This meant they had to be living in what would be considered the "inner city" area, and they also had to meet low-income criteria. No educational level was specified. A few of the trainees had some college credit; most did not. In fact, most had less than the high school diploma, and a few had gone only as far as the seventh grade in formal schooling.

One of the points brought out in <u>The Statement of Need for the Program</u> was in regard to differentiated staffing, and is as follows:

> The school district is extremely interested in development of differentiated staffing. Visitations by teams of teachers and administrators have obtained endorsement of the concept by the Lansing School

Employees, Inc. president, as well as an active
committee for differentiated staffing. Movement
toward such differentiated staffing assumes the
adoption of career ladders.[9]

The approval of the proposal provided the resources
for beginning the first class in the summer of 1970. This
class was a mixture of the instructional aide trainees,
whose training was paid for under the Education Pro-
fessions Development Act (EPDA); part-time students who
were already teacher aides in local schools; and a few
pre-teaching elementary education students who were inter-
ested in eventually obtaining the B.A. degree and full
certification as teachers. In the fall term, the trainees
held positions as teacher aides on a full-time basis in
the Lansing School System. They were released later on
each day to attend classes at Lansing Community College.

The second class, 1971-72, had more of the full-
time pre-elementary education students and part-time
student trainees who were employed by the school system
as teacher aides. There were also eighteen new EPDA
trainees. This time, however, a class for secondary
pre-teaching students was also available, in a new
secondary teacher assistant curriculum. The secondary
curriculum was constructed in the summer of 1971 and
given tentative approval.

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[9]Ibid., p. 6.

As it is currently operating at the college, the Teacher Assistant Program is open to both regular and non-regular students. Those who are now in the program are elementary or secondary pre-teaching students or teacher aide trainees who already have positions in the school systems.

The college actively discourages students from the program who might see it primarily as an avenue for a position as a teacher aide. Teacher aide positions simply are not available at this time and it is considered irresponsible to encourage students to enroll for training when placement may not be possible.

Program Evaluation

The preceding indicates some of the planning and development activities which were necessary to the Teacher Assistant Program. The important questions concerning evaluation of the program are then appropriately examined. What evidence, rational, logical, or empirical can be marshalled to support any assertion that the incorporation of this paraprofessional program in the education of future teachers is superior to the standard program?

In addition to the curriculum content which logically follows from many of the suggestions and admonitions for change which one finds in the literature,

a perception study was designed. The results of the
study, as well as the logical, rational, and expert
evidence in support of the Teacher Assistant Program are
presented in Chapter IV. The remainder of this chapter
will be devoted to the design of the perception study.

The Sample

The sample population included ten referent
groups. The groups fell into the following four cate-
gories: (A) College Student Trainees; (B) Classroom Teach-
ers, (C) Building Principals; and (D) Administrators or
College Instructors. The college student category included
(1) full-time student trainees; (2) part-time student train-
ees who were also currently employed as teacher aides in
local schools; (3) part-time student trainees whose
training was funded under an EPDA grant. The classroom
teacher category included (4) classroom teachers of the
full-time student trainees; (5) classroom teachers of the
part-time student trainees who were in-service aides;
(6) classroom teachers of the part-time student trainees,
EPDA. The third category included (7) building princi-
pals of the full-time student trainees; (8) building
principals of the part-time student trainees who were
in-service aides; (9) building principals of the part-
time student trainees, EPDA. The fourth category in-
cluded (10) Lansing public school administrators who
were not principals, but who have had some contact with,

or knowledge of the Teacher Assistant Program. This group included consultants, advisors, and upper-echelon administrators. It also included instructors who had taught education courses with the trainees and who may have at times also observed the student trainees in local classrooms. Of all the referent groups, this one was the most removed from school classroom contact with the student trainees.

Instrumentation

The instrument used to collect the data was a 27-item questionnaire. Three of the items were open-ended for free response. In twenty-four of the items, the respondent was asked to mark each item on a 5-point scale. The first page gave the respondent instructions for marking the questionnaire.

The items used were developed from three sources: (1) the literature reviewed in this study, with particular reference to a) the assertions made regarding the value of pre-student teaching laboratory experiences; b) the changing role of the teacher with the use of paraprofessional personnel; (2) the "Overview of the Teacher Assistant Program, Elementary" as set out by the Department of Social Science, Lansing Community College; and (3) remarks from interviews with public school administrators, teachers, teacher aides, as well as college personnel including instructors and student trainees.

The instrument was slightly modified in tense for each category, depending on the respondent's position in the school or college, with the stem of the item designed to obtain information regarding a common point, or assertion.

The instrument is referred to as the Program Evaluation Form (PEF) (Appendix B).

Follow-up

The instrument was mailed in a large envelope with a letter of explanation, brochure about the program, and a copy of Part III, the Teacher Associate level--a single page showing the courses offered in the two-year program (Appendix D). In some cases, where a number of trainees and teachers were in one building, the envelopes were hand carried and given to the building principals for distribution to the respondents.

Follow-up after one week entailed a call to the school building principal's office, or other appropriate offices, to remind respondents to turn in their question- naires if they had not already done so. After five days, calls were made to the individuals themselves, informing them that in the event the first questionnaire had been misplaced, a second would be gladly sent to them. In four cases, a second questionnaire was sent out.

Table 3.1 indicates the percentage of returns by respondent group.

TABLE 3.1.--Percentage of Questionnaires Returned.

Group	Number Sent	Number Returned	Percentage of Return
Full-time student trainees	16	15	93
Part-time student trainees inservice aides	9	9	100
Part-time student trainees, EPDA	29	24	82
Classroom teachers--full-time student trainees	15	14	93
Classroom teachers--part-time student trainees inservice aides	11	11	100
Classroom teachers--part-time student trainees, EDPA	29	27	90
Building principals--full-time student trainees	7	6	85
Building principals--part-time student trainees inservice aides	4	4	100
Building principals--part-time student trainees, EDPA	13	11	84
Administrators and college instructors	24	23	95
Total	157	144	91%

Scoring of the Program Evaluation
Form (PEF)

Respondents were asked to respond to each item on the 5-point scale.

    SA = You <u>strongly agree</u> with the statement
     A = You <u>agree</u> with the statement
     N = You <u>neither</u> agree nor disagree
     D = You <u>disagree</u> with the statement
    SD = You <u>strongly disagree</u> with the statement

Three open-ended questions were also asked. Respondents were asked to comment regarding: (a) strengths of the program, (b) major problems with the program, and (c) suggestions for program improvement. These comments were categorized and placed in Appendix C.

Analysis

The data were analyzed by:

1. Rank ordering each respondent group.

2. Obtaining the overall mean rank order for each respondent group.

3. Obtaining the mean across all groups for each item.

4. Rank ordering of means for each item.

Summary

This chapter described the primary curriculum pattern offered pre-teaching candidates enrolled in Michigan community junior colleges and contrasted it with

that of the paraprofessional Teacher Assistant Program
developed and offered at Lansing Community College. Pro-
gram planning considerations were discussed and an instru-
ment for evaluating differential perceptions of the pro-
gram was presented. A description of the respondent
groups was given and the steps in the evaluation pro-
cedure were also outlined.

CHAPTER IV

EVALUATION OF THE CONCEPT

The concept of a developmental paraprofessional
program for the education of future teachers may be evalu-
ated against the criteria of rationality and logic, ex-
pert authority, and that of empirical grounding. This
should occur before the concept can be strongly advocated
for introduction into the lower divisions of four-year
teacher preparation institutions and other two-year com-
munity junior colleges. The format of this chapter is
designed so that the first part contains some arguments
based on rationality and logic often being combined with
expert authority. The second part of the chapter is
largely devoted to the analysis of the Program Evaluation
Form administered to the ten referent groups.

PART I

JUSTIFYING CURRICULUM CONTENT

How does one justify the curriculum activities
embodied in the Teacher Assistant Program? Scheffler
writes:

Decisions that confront educators are notoriously
varied, complex, and far-reaching in importance,
but none outweighs in difficulty or significance
those decisions governing selection of content.[1]

He asks, "What is subject to justification?" and
answers by remarking that "Justifiability applies, it
seems, only to controllable acts, or moves, . . ."[2]
Scheffler then goes on to discuss moves as being justi-
fied by showing them to belong to subclasses having been
defined by relative or non-relative rules. As he appears
to explain further, one may defend a move as being justi-
fied by conformity to past practice (relative justifi-
cation) or by general justification (non-relative).[3]
Many worthwhile activities conducted under the direction
of educators are often justified by appeal to conformity
to past practice. There is also a good deal of harm
suffered by the participants when such justification is
thrust forth mindlessly. The literature on education in
the United States is replete with admonition to change.
The voices crying for appeal to "past practice" in
teacher education sound more like a death rattle than a
call to meet the new challenges of the final quarter of
this century.

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[1]Bertram Bandman and Robert Guttchen, Philosophi-
cal Essays on Teaching (Philadelphia: J. P. Lippincott
Company, 1969), p. 260.

[2]Ibid., p. 261.   [3]Ibid., pp. 262-63.

Scheffler argues that educators often need to go beyond relative to the non-relative rules in seeking to justify moves. He writes:

> What rules do we appeal to in general justification of educational decisions on content? . . . To simplify our considerations, let us avoid, at least at the outset, the problem of formulating special, complicated rules for deciding on content to be taught at a particular time and in particular circumstances. Let us consider instead all the content to be learned by a child during his formal schooling . . . [T]he guiding principle underlying the . . . rules is that educational content is to help the learner attain maximum self-sufficiency as economically as possible.[4]

Scheffler then proceeds to elaborate by suggesting the following:

> Presumably, self-sufficiency can be brought about economically or extravagantly; content should be selected that is judged most economical. Three types of economy are relevant. First, content should be economical of teaching effort and resources. Second, content should be economical of learner's effort. . . . It is important, however, to specify that our rules all contain a tacit clause: "other things being equal." It may be argued, for example, that the strenuous course makes for perserverance and other desirable habits, as the easy course does not. . . . Once qualified, the rule stands, in my opinion. There is no positive virtue in unnecessarily taxing the learner; his energy may better be saved for other tasks.
> Finally, we must consider economy of subject matter; content should have maximum generalizability or transfer value.[5]

The guiding principle here applied may be that educational content is justified insofar as it helps the future teacher attain maximum self-sufficiency as (1) an

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[4]Ibid., p. 266.   [5]Ibid., pp. 266-67.

intelligent and effective person, and (2) a future professional educator. This again must be done as economically as possible. It may be suggested that we practice a short-sighted economy, indeed, when we attempt teaching courses in education to future teachers in the pre-teaching phase who are "non-concerned," as Fuller has indicated.[6] The extended pre-student teaching laboratory periods should do a great deal to generate concern. The combination of academic and laboratory experiences should also be more economical of teaching effort, as well, since half the battle seems to lie in capturing the interest and attention of the student. Scheffler's final requirement, that curriculum content should have maximum transfer value, is perhaps most easily satisfied in the Teacher Assistant Program as compared to the standard program offered in the lower division of teacher preparation institutions. The student not only acquires insight into the realities of the classroom, he does so while acting as a paraprofessional. This experience, among other things, enables him to obtain insight into the role and functions of paraprofessional personnel in the schools. Furthermore, it is suggested that the paraprofessional program developed in this study may well enable the trainee to assign greater meaning to other

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[6]Fuller, op. cit., pp. 207-26.

courses in the professional, and in some cases, the academic, areas in teacher education programs. The topic of justification of the curriculum is also implicitly dealt with throughout the sub-topics in this chapter.

The Paraprofessional Program as a Medium for Screening Pre-teaching Candidates and Increasing Commitment

While educators may act in making moves which will change the demands placed upon the pre-teaching student in that conditions to be confronted will have changed, there are obviously other problems which will need to be considered. Perhaps foremost is that of the personality of the entering candidate.

It is quite probable that if the four-year teacher preparation institutions required that pre-teaching candidates complete the Teacher Assistant Program, many of the uncommitted would drop out or change majors.

Furthermore, some of the students who had previously thought they would like to be teachers may change their minds after experiencing the realities of the classroom. They might see themselves as being happier as a differentiated staff member, without the responsibilities fully certificated teachers often carry. It may even now be seen that some fully certificated teachers prefer acting in the role of teacher assistants, or aides.

It should also be noted that few supervising teachers are very enthusiastic about telling a person in the student teaching experience that he is not well suited to be a teacher. Student teaching is rather late to inform a person that he may not be psychologically predisposed to handle a classroom at even a minimum level of effectiveness. It may be painfully apparent that the student teacher in question may find it extremely difficult to relate very well to youngsters. How much better it would have been to have found this out a year and a half earlier, through a teacher assistant program. The student teacher could have been spared time, money, and misery and studied for another field in the remaining two years. The supervising teacher and the children affected would also have been able to avoid an unpleasant experience.

Under present circumstances, there are no special requirements for admission to the Teacher Assistant Program at Lansing Community College. The entering student apparently feels he has some knowledge of what he is about; has some interest in what he perceives as teaching and so presents himself for admission to the program. Dewey writes that the foregoing are essential to the act as moral conduct with the following addition:

[T]he insight and interest must be more than
momentary--they must express some stability. The
act must proceed from a disposition, an established
tendency, to act thus and so.[7]

Broudy, in discussing teachers and the prepa-

ration of good teachers, writes the following regarding

personality:

Moreover, if a peculiar personality pattern is
essential to teaching, can it be produced, or is
one born with it? If inborn, it is a function of
teacher selection rather than preparation; if pro-
duced, it would be helpful to know how it is done.
Surely the college years are too late for producing
basic personality changes.[8]

Research on the characteristics of "good" and

"bad" teachers indicates that institutions preparing

teachers for the public schools ought to address them-

selves to a closer examination of the personality charac-

teristics of teacher-trainees. The effects of harsh

teachers cannot be overlooked. Sullivan writes:

. . . harsh cruel teachers . . . may affect the
child from a happy home who has been taught to
expect friendliness and a receptive and enquiring
attitude, may teach them gradually by reiterated
pain and humiliation, that the world into which he
has moved is an unfriendly and cruel world. . . .[9]

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[7]Dewey, op. cit., p. 6.

[8]Frank H. Blackington, III and Robert S. Patter-
son, School, Society, and the Professional Educator
(New York: Holt, Rinehart and Winston, Inc., 1968), p.
185.

[9]David Lawson, The Teaching of Values (Canada:
McGill University, 1970), p. 79.

The community college is noted as being the "open door" college. Anyone is welcome to try college work. It is also true that teaching, like social work, has been considered a stepping stone for occupational mobility. It is unfortunately true, moreover, that many people see teaching as instrumental in meeting their own needs for security. Some teachers currently in service have neurotic needs of their own to satisfy--the need to tyrannize, to control others, all which have nothing at all to do with education as a service. To the extent that Broudy is correct, it seems logical to attempt to identify persons who may be unfitted for the profession. It is at least possible that many who present themselves for teacher education and training may have undergone severe experiences--in some cases so disabling that it may be unfair to accept them into teacher preparation programs.

According to Hamachek, research indicates that "good" teachers are:

> . . . persons who know their material and who are basically warm, responsive, flexible individuals who seem as sensitive to relationship variables as they are to cognitive variables. Second, they seem to view teaching as more than an objective presentation of facts--they also see it as a subjective, existential process of guiding a student to the threshold of his own potential for understanding.[10]

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[10]Don E. Hamachek, _Human Dynamics in Psychology and Education_ (Boston: Allyn and Bacon, Inc., 1968), p. 201.

It is reasonable to assume that the task of selecting students into the upper-divisions of the colleges of education may now be made easier. The screening committees will certainly set up their own criteria, but it is clear that greater cooperation between the two-year and four-year colleges regarding teacher preparation will be necessary if the promises of a teacher assistant program are to be fulfilled. It may well be wise to have faculty serving jointly in the departments of education at the universities and in departments in two-year colleges. The arrangement would then be somewhat similar to that carried out with certain high schools participating in special projects sponsored by colleges of education.

Perception and Meaning Making: Toward a More Conscious Philosophy of Education

One additional perception that might be held concerning the Teacher Assistant Program is that it presents the student with a unique opportunity for "meaning making." Properly conducted, the program may be seen as a series of situations serving to aid the pre-teaching student in consciously developing a philosophy of education, rather than absorbing a viewpoint on teaching. A change in fundamental attitude toward teaching and toward life is at least possible. As students, the

opportunity to reflect upon what is happening to them and to the children they help is greater than for the teachers caught up in classroom survival strategies and tactics. The students have time to meet in seminars to recount and discuss their experiences with their instructors. They also have the opportunity to integrate understandings gained from their classes in the arts and sciences with their activities in the local schools. It is quite probable that students involved in the Teacher Assistant Program will have some of their values and beliefs about behavior, teaching, human beings, and the world put to some challenge. Insofar as this is the case, then the program may also be seen as a significant contribution to the process of becoming, as Combs would have it. He writes:

> The problem of teacher education is not a question of making a student's self be. It is a problem of assist-ing the student to become. Above all, the effective professional worker must be authentic. The attempt to be what he is not creates confusion for everyone he has to deal with.[11]

There is a sense in which every "felt difficulty" is correctly understood to be a "personal" problem. That assertion may seem so obvious that it hardly needs further explanation. The sense that is intended here is in the understanding that it is quite foolish to say that "England went to war," or that "Groups have perceptions."

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[11]Smith, op. cit., p. 218.

We are far more correct in saying that "Some people,
labeled as Englishmen as a consequence of the accident
of birth, etc." Clearly, "England" did nothing. It also
stands that "groups" cannot have perceptions. People
have perceptions. It may also be correctly asserted that
"teachers" do not have problems. A person, labeled as a
"teacher" may have a problem, or "felt difficulty."
Neil Postman and Charles Weingartner go to some length
in discussing Ames' studies on perception in a popular
book, Teaching as a Subversive Activity.[12]

> I think your work is by far the most important work
> done in the psychological-philosophical field during
> this century--I am tempted to say the only really
> important work.[13]

One of the most important facts uncovered by Ames
is " . . . that we do not get our perceptions from the
'things' around us. Our perceptions come from us."[14]

As Postman goes on to say,

> This does not mean that there is nothing outside of
> our skins. It does mean that whatever is "out there"
> can never be known except as it is filtered through a
> human nervous system. We can never get outside of
> our own skins. "Reality" is a perception, located
> somewhere behind the eyes.[15]

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[12]Neil Postman and Charles Weingartner, Teaching
as a Subversive Activity (New York: Dell Publishing Com-
pany, Inc., 1969).

[13]Ibid., p. 88.   [14]Ibid., p. 90.   [15]Loc. cit.

The individual is then seen as a biological
organism in active transaction with the environment.

Taking a note from McLuhan, Dewey et al., Postman
goes on with the following:

> [O]ne is invited to see that the most important im-
> pressions made on a human nervous system come from
> the character and structure of the environment within
> which the nervous system functions; that the environ-
> ment itself conveys the critical and dominant messages
> by controlling the perceptions and attitudes of those
> who participate in it. Dewey stressed that the role
> an individual is assigned in an environment--what he
> is permitted to do--is what the individual learns.[16]

Dewey also pointed out that:

> Our acts are controlled by the demands made upon us.
> These demands include not only the express require-
> ments of other persons, but the customary expec-
> tations of the family, social circle, trade, or pro-
> fession; the stimuli of surrounding objects, tools,
> books, &c., the range and quality of opportunities
> afforded.[17]

Any demand, or for that matter, "message" must
be seen in the eyes of the perceiver--indicating that the
internal world of the person must also be carefully under-
stood if communication of correct intentions is to be
assumed. (One perceives himself as intending internali-
zation by students of value "A"--the students--individual
perceivers--internalize value "L".)

How will the individual perceive a situation?
Obviously that cannot be fully known. We may make

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[16]Ibid., p. 17.

[17]Dewey, op. cit., p. 7.

reasonable guesses, and that is about all, unless we have
a considerable amount of information concerning the inter-
nal environment (brain state, and other organismic vari-
ables), as well as knowledge and control of the field
(environment) impinging upon the perceiver. With such
knowledge, predictions of human behavior may be made con-
cerning that instance, and similar instances.

What meaning will the pre-teaching student assign
to his perceptions in a pre-teaching laboratory school?
One of the facts uncovered by Ames, according to Postman,
is that:

> [T]he meaning of a perception is how it causes us to
> act. If the rain is falling from the sky, some
> people will head for shelter; others will enjoy
> walking in it. Their perceptions of "what is
> happening" are different as reflected in the fact
> that they "do" different things. The fact that both
> groups will agree to the sentence "It is raining"
> does not mean they perceive the "event" in the same
> way.[18]

Some students will doubtless perceive such an
experience as a burden, something to be endured. Perhaps
such students may have among their number a good many who
are "insurance seekers." Many others may become im-
patient with their college classes, desiring that more
time be given over to "handling discipline problems."
In the main, however, the behavior in education classes
will likely be different, if we accept asking questions

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[18]Postman, op. cit., p. 91.

as <u>acting</u> differently. Students in pre-student teaching
laboratory exercises now have "felt difficulties," and
perceptions of teaching in the pre-teaching phase cannot
help but change.

What does the pre-teaching student think of him-
self and other human beings? What does he believe about
the world? Combs writes:

> That people behave in terms of their beliefs is
> hardly news to most of us. We are keenly aware that
> that is true with respect to our own behavior. And
> as we look at our friends we quickly discover that
> their beliefs are so important that it becomes possi-
> ble for us to predict their behavior with considerable
> accuracy.[19]

> He adds further:

> Learning, we understand from modern perceptual
> psychology, always consists of two aspects: one
> objective, the other subjective. The objective
> aspect has to do with events in the external world,
> the confrontation of new information or experience.
> This aspect of the problem can often be manipulated
> and controlled by some person other than the behaver.
> The subjective phase of the equation is the per-
> son's own personal discovery of the meaning of the
> information or experience to which he has been ex-
> posed. This part of the learning problem, of course,
> occurs inside the learner and is not open to direct
> manipulation by others. The basic principle of
> learning involved here may be stated as follows:
> <u>Any information will affect a person's behavior only</u>
> <u>in the degree to which he has discovered the personal</u>
> <u>meaning of this information for him.</u>[20]

Combs argues that we have been quite successful in
gathering and presenting information to our students but
that:

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[19]Smith, <u>op. cit.</u>, p. 217.

[20]<u>Ibid.</u>, p. 218.

We have been far less successful, however, in aiding students in discovering the personal meaning of information we provide them so that they behave differently as a consequence of what they are taught.[21]

Combs has suggested that personal meaning may be best discovered through a "problem solving approach to teacher education."[22] He writes that:

Learning occurs most efficiently when the student perceives a need to learn. This is a principle we cannot afford to overlook; at the same time it provides a criterion for examination of what goes on at our teachers colleges. We need to look sharply at our programs, asking ourselves these questions: Is this really needed? How can we help the students see that it is? . . . How can be help them discover new needs relating to professional practice?[23]

It is his opinion that:

We have too long relied upon artificial or imaginary needs; learn it for the grade, the exam, the term paper, or learn it because I say so. It is time we used more ingenuity in helping students find real needs for learning, not just at the end of the program, but at every step of the way. It seems to me that such a goal requires a problem solving approach to professional training which puts students actively in touch with real problems concurrent with the academic aspects of training. This is what the college of medicine does with its laboratories, clinics, and the making of rounds. It is also an integral part of social work training and the training of counselors and psychotherapists. It is a shame to waste the internship by putting all the student's experience at the end of his program. The process of becoming calls for continuous discovery of personal meaning from the very beginning of the neophyte teacher's experience.[24]

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[21]Ibid., p. 219.   [22]Ibid., p. 224.

[23]Loc. cit.

[24]Ibid., pp. 224-25. Combs may need to stipulate the definition of "becoming." One assumes he also means

The pre-teaching students in the Teacher Assistant Program will certainly have "problems" to solve as they advance in the curriculum. As the curriculum was described previously, the students will be in local grade school classrooms, two hours per day, five days a week for three terms, under supervision of a certificated teacher and the guidance of the college elementary or secondary practicum coordinator. At the same time, the student will be taking courses in sociology, psychology, and educational psychology. He can hardly fail to note the effects of social class as they may be seen in the presenting cultures of pupils in the schools. Examining the schools as formal organizations, or the school as a bureaucratic social system may stimulate students to a heightened interest in sociology. The introductory course in psychology is tied into the practicum, ED 202, in order that increased meaning may be obtained from both courses, the academic and the field experience. In fact, a good many of the suggestions made by Combs and Goodlad are at least partially incorporated in the present program at Lansing Community College.

Combs writes:

> I believe the young teacher ought to begin active contact with teaching from the first day he steps into the college. He ought to be discovering

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developing intelligence, sensitivity, compassion, as well as a sense of justice and goodwill toward others.

problems from first hand experience. I would,
therefore, take time now spent on the internship
and spread it throughout the training program.[25]

This last, of course, would not be done. Students

in the Teacher Assistant Program will have the internship,

or student teaching, in addition to their present prepa-

ration.

Goodlad also decried the lack of early contact

with children in the schools. He writes that many stu-

dents are disillusioned and unhappy with their education

courses, " . . . not so much for their intellectual im-

poverishment as for their failure to bring them into the

nitty-gritty of teaching itself."[26]

The student preparing to be a teacher " . . .

expects to get his hands dirty and his feet wet in real

classrooms with real children or youth."[27]

Goodlad also lashed out at the neglect in

"pedagogy." In discussing educational psychology classes,

he asserted that:

> Students study principles of learning in their edu-
> cational psychology courses. Rarely, however, are
> they provided an opportunity to carry these learn-
> ings directly into teaching situations where they
> may test and receive constructive feedback regard-
> ing their efforts to apply.[28]

He also charged that the educational psychologists

are

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[25]Ibid., p. 225.   [26]Goodlad, op. cit., p. 63.

[27]Ibid.   [28]Ibid., p. 64.

. . . too far removed from the classroom in their own interests and not well equipped to spell out the practical implications of what they teach.[29]

This is partially corrected in the Teacher Assistant Program. Students in the third term of study enroll in Psychology 204, and ED 203, Teacher Aide Practicum, concurrently. The seminar session in the ED 203 class is useful for feedback concerning projects assigned and problems encountered, while the Educational Psychology class is now made more vivid by the previous experience the student obtained in the grade school.

Goodlad apparently feels that the clinical experiences in local schools along with education classes will develop a greater commitment to teaching.[30] In this respect, among others, he is in agreement with B. O. Smith.

In Combs' scheme for improving teacher education and training, one finds progressive development as the pre-teaching students gain more experience. Combs writes: "I would begin the student's experience as a 'teacher aide' by simply assigning him to a teacher to be helpful in whatever ways he could."[31]

The Lansing Community College Teacher Assistant Program has students assisting teachers, as Combs

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[29]Ibid.   [30]Ibid., p. 65.

[31]E. Smith, op. cit., p. 225.

indicates above, with an improvement. The student assists the teacher through the ED 201 practicum, and also through ED 101, the curriculum reinforcement course taken concurrently. ED 101, it may be recalled, is designed to enable the student to develop skills in audio-visual aids, classroom management, etc. in order that he may assist the teacher more fully.

Combs goes on to say that: "As he moved along in the program I would increase his responsibility by making him a 'teacher assistant.'"[32]

The student in the Lansing Community College program is awarded the "Teacher Assistant" certificate of program completion after 45 hours in selected courses, including approximately 300 clock hours assisting teachers in classrooms.

Combs states: "Later he would become a 'teacher associate' and assume a considerable responsibility for what went on in the classroom to which he was assigned."[33]

Students completing the minimum 90 credit hour program in selected courses (which include the "Teacher Aide" and "Teacher Assistant" courses) at Lansing Community College are awarded the Teacher Associate certificate of program completion.

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[32]Ibid.

[33]Ibid.

Combs continues:

Concurrent with all this experience I would provide
him the academic information he needed and the
variety of settings in which he might explore the
meaning of his experience and the information he was
getting.[34]

This has already been commented upon (for further

insight, consult the curriculum guide, enclosed), in dis-

cussing ED 201, ED 202, ED 203, as well as ED 101, ED 102,

ED 103, and ED 104.

In his conclusion, Combs writes:

At the end of this experience I would graduate
him from the teacher's college and turn him over to
the public schools, where he would spend his first
year of teaching as a "probationer" under the super-
vision of a master teacher in the school system who
would be released part-time for this service.
I feel quite certain some teacher educators will
regard this treatment with dismay as it seems to be
removing the most important aspect of this whole pro-
gram from the control of the colleges. What I am
advocating, however, does not lose this time for the
college; it simply redistributes it through the whole
program. This should be a welcome change for many
colleges which now find their professional programs
restricted by law and custom to a fixed number of
hours in which the internship consumes anywhere from
a third to two-thirds of the student's time.
Such a program as I have suggested does raise
serious problems for colleges located in a small
town or rural setting where opportunities for stu-
dents to participate in public schools is limited.
It may be that we need to reconsider the location
of teachers colleges. . . .[35]

Keeping the intent of this study in mind, it

might be added that the teachers colleges may seriously

wish to reconsider the location where the first two years

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[34]Ibid.   [35]Ibid.

of education and training for teaching takes place. Two-
year community junior colleges having Teacher Assistant
Programs may be able to make a significant contribution to
the process of teacher preparation. Located as they are,
the problem of finding opportunities for students to par-
ticipate in public schools is hardly a serious one. The
program outlined in this study could be easily replicated
in most two-year community junior colleges.

Among advantages of the two-year curriculum
pattern suggested, in addition to those previously cited,
are those received by the children and the teachers
affected by the presence of an instructional aide. Even
at the outset of his training and education, the pre-
teaching student is at least as good as a volunteer in
the classroom, and volunteers from the community are often
sought to help teachers, e.g., Lansing has a "volunteers
for Children" bureau. Certainly an additional advantage
is low cost. Most of the resources for the Teacher
Assistant Program are present in many communities.

Summary

The concept of a developmental paraprofessional
program for the education of future teachers tends to be
consistent with rationality and logic as well as with
expert authority, as shown in the first part of this
chapter. The second part of the chapter presents the
differential perceptions of the referent groups having
contact with the Teacher Assistant Program. Analysis of

the data tends to lend further support to the claim that the program is perceived as superior to the standard program currently offered future teachers in the lower divisions. The researcher readily admits that studies of a more sophisticated nature are warranted before firm conclusions may be drawn.

PART II

DATA

The Program Evaluation Form (PEF) was administered to ten referent groups. The rationale for the selection of these groups is outlined in Chapter III. In brief, the student referent groups were differentiated as being full-time college students planning to enter the profession of teaching while following a four-year program; part-time students employed as teacher aides in local classrooms during the day and part-time students in training as teacher aides in local schools under special funding through the Education Professions Development Act of 1965 (EPDA).

The classroom teacher referent groups were differentiated according to whether the teacher supervised a full-time student trainee, a part-time student trainee, EPDA. The building principals were differentiated along the same lines; those principals having primarily full-time college student trainees in their

buildings; those having part-time student trainees who were also currently employed as teacher aides, and those having part-time student trainees, EPDA.

The group classified as Administrators and Instructors was composed of administrative and instructional personnel who have knowledge of, or contact with the program either as supervisors with line responsibilities, advisors or consultants, or are concerned with college classroom instruction and supervision of the students in training.

The nature of this part of the study is primarily exploratory. It was not intended to accept or reject hypotheses in a rigid experimental sense, but rather to find differences in perceptions of the program as seen by the various referent groups.

The data are presented in the form of tables with discussion. Where is is felt useful, selected quoted comments are added in order to more adequately give the reader perspective in the attempt to understand the perception of the referent group under discussion.

TABLE 4.1.--Grand Means and Rank Order for Each Item on the PEF; All Groups Combined.

Item Number	Mean	Rank Order	Item Number	Mean	Rank Order
1	.67	8	13	.54	5
2	.70	9	14	.74	10
3	.79	12	15	1.28	22.5
4	1.27	21	16	1.52	24
5	1.08	18	17	.51	4
6	1.28	22.5	18	.59	6
7	.87	13	19	.32	2
8	1.18	20	20	.39	3
9	1.04	17	21	.28	1
10	.91	15	22	.89	14
11	1.90	19	23	.97	16
12	.75	11	24	.61	7

Discussion of the Table

As was previously mentioned in Chapter III, the key for the PEF was set out with numerical weights indicated in the following manner:

Weight		Key
0	SA = You	strongly agree with the statement
1	A = You	agree with the statement
2	N = You	neither agree nor disagree
3	D = You	disagree with the statement
4	SD = You	strongly disagree with the statement

An examination of the data suggests that with all groups combined, the population tended to agree with the assertions made regarding the merits of the Teacher Assistant Program. Using a mean of .50 as an arbitrary point tending toward strongly agree, it may be seen that the assertions made in Items 21, 19, and 20 tend to draw strong agreement. These items are listed below:

21. the significant amount of early practical training in the schools in highly desirable if one is planning on teaching as a career. ($\overline{X}$ = .28)

19. the trainee's practical experience with <u>children</u> provides a level of psychological insight into their behavior far greater than can be acquired through reading about children. ($\overline{X}$ = .32)

20. the education and training of pre-teaching candidates would be improved if the lower divisions (freshman and sophomore years) of all universities and colleges incorporated programs like the Teacher Assistant Program. ($\overline{X}$ = .39)

When using a mean of 1.00 as the point at which the respondents <u>agree</u> with the statements made in the PEF, one observes that there is considerable accord with the assertions made in item numbers 17, 13, 18, 24, 1, 2, 14, 12, 3, 7, 22, 10, and 23. All of the foregoing fall between a mean of 1.00 and .50. The statements are shown in rank order below, with their assigned means.

17. children in the schools benefited through the assistance given them by the Teacher Assistant Trainee. ($\overline{X}$ = .51)

13. enables the trainee to make a more intelligent career decision by allowing him or her to take into account the realities of the classroom. ($\overline{X}$ = .54)

18. the incorporation of an educational career development ladder, from teacher aide through teacher associate, is highly desirable. ($\overline{X}$ = .59)

24. In my opinion, programs such as the Teacher Assistant Program provide means by which genuine cooperation between the public schools and teacher preparation institutions can be developed. ($\overline{X}$ = .61)

1. develops the trainee's sensitivity and insight into the role of the teacher aide in the classroom. ($\overline{X}$ = .67)

2. develops the trainee's sensitivity and insight into the teacher's role. ($\overline{X}$ = .70)

14. develops the trainee's insight into himself (herself) as a teacher-to-be. ($\overline{X}$ = .74)

12. develops the trainee's sensitivity and insight into the needs and nature of children. ($\overline{X}$ = .75)

3. enables the trainee to develop insight into assisting teachers in the task of developing pupil learning. ($\overline{X}$ = .79)

7. permits the trainees to work with children in ways that make possible better utilization of the professional training of the teacher. ($\overline{X}$ = .87)

22. theory and practice tends to grow together as a result of the trainee's personal experience as a participant in the Teacher Assistant Program. ($\overline{X}$ = .89)

10. helps the trainee to develop insight into the social structure of the schools. ($\overline{X}$ = .91)

23. all other things equal, a prospective teacher with experience as a teacher aide through the Teacher Assistant Program should be given preference when applying for a teaching position. ($\overline{X}$ = .97)

When the remaining items are examined, it is found that only one item (16) falls below 1.50, in the range between agreement at a mean of 1.00 and neutrality at a mean of 2.00. Using an arbitrary division point of a mean of 1.50 as indicating tendency toward agreement it is seen that item numbers 9, 5, 11, 8, 4, 6, and 15 are then included. Those items are subsequently listed below in rank order with respective means indicated. With the above stipulations in mind, the population tends to agree that the Teacher Assistant Program:

9. helps the trainee to begin developing a meaningful philosophy of education. ($\overline{X}$ = 1.04)

5. enables the trainee to develop specific teaching skills. ($\overline{X}$ = 1.08)

11. enables the trainee to develop insight into the social structure of the schools. ($\overline{X}$ = 1.09)

8. enables the trainee to develop insight into curriculum structure and development. ($\overline{X}$ = 1.18)

4. prepares the trainee to act as an instructional aide and to be an effective member of a classroom team. ($\overline{X}$ = 1.27)

6. enables the trainee to refine teaching skills. ($\overline{X}$ = 1.28)

15. strengthens the trainee's commitment to teaching. ($\overline{X}$ = 1.28)

In reference to the latter items, one explanation for the lack of stronger agreement may lie in the nature of what is suggested in the assertions. It is generally more difficult to arrive at a judgment which requires a strong pronouncement of agreement or disagreement when the matter under consideration is of a subtle or complex character such as that concerning the development of a philosophy of education (Item 9). Not that there is no gain, but that the gain is much more difficult to discern. By contrast, the much more obvious and immediate inter- actions of the trainee with the classroom environment may tend to enable the respondents to be more confident when asked to make judgments concerning the classroom situ- ation. While there is nothing surprising about this, it

may provide a clue to one of the reasons why the referent groups are less affirmative.

Item 16 was the only reverse item on the PEF, and is given below with its mean:

16. The realities of the classroom were often a rude shock for the trainee. ($\overline{X}$ = 1.52)

As the data from the population indicates, there was less agreement with the assertion in this item than in any of the others. Still, the mean falls between agreement and neutrality.

TABLE 4.2.--Grand Means in Rank Order from Most to Least
Favorable Indicating Referent Group.

Referent Group	Grand Mean
Building Principals Full-time student Trainees	2.63
Part-time student Trainees, EPDA	3.17
Administrators and College Instructors	4.75
Building Principals Part-time student Trainees, Inservice aides	4.77
Part-time student Trainees, Inservice aides	5.13
Classroom teachers Part-time student Trainees, Inservice aides	5.35
Classroom teachers Full-time student Trainees	5.73
Full-time student Trainees	6.08
Building Principals Part-time student Trainees, EPDA	8.50
Classroom teachers Part-time student Trainees, EPDA	8.88

Discussion of the Table

The data in Table 4.1 may be useful in attempting to obtain an overall understanding of the levels of satisfaction with the Teacher Assistant Program and its goals, as indicated by the responses of the combined referent groups, yet it fails to indicate distinctions among the groups themselves. The data represented in Table 4.3, p. 104, suggests tendencies, inclinations, and relative favorability and unfavorability concerning particular aspects of the program. Perhaps a caveat is in order here.

While it is true that one may use Table 4.2 to perceive some differences in the perceptions of the various referent groups, it should be recalled that the distinctions are relative, and that no group indicated disagreement or even neutrality in reference to the assertions contained in Items 1-24 in the Program Evaluation Form. Nevertheless, the data suggests that there are certain differences among the groups concerning the relative degree of satisfaction. By setting the grand means in rank order, as shown in Table 4.2, one tends to gain an indication of the particular referent groups most in favor of the program and those not as favorably inclined. From this, and the configuration of the rank order in Table 4.3, a number of inferences may be drawn.

The data in Table 4.2 suggests that the two referent groups most inclined to favor the program are

the building principals of the full-time student trainees

and the part-time student trainees, EPDA. By contrast,

the two groups indicating least favor are the supervisors

of the part-time student trainees, EPDA; the building

principals, and the classroom teachers. While it is

recognized that the inferences one may draw are no

stronger than the data, it seems at least reasonable to

suggest that the differences in the perceptions of the

referent groups are somewhat consistent with previous

studies where one finds low income aides paired with

middle-class teachers. In the study on their experience

with the New Careers Program and the Minneapolis schools,

Bennett and Falk stated:

> On top of the reticence problem, there is an addi-
> tional communication problem that may affect
> teacher-teacher aide relations. This is the differ-
> ence in styles of communication possessed by teacher
> and aide. Although these differences do not always
> follow predictable lines and cannot be dealt with in
> any systematic way, there is a frequent pattern that
> will bear close attention. This is the situation in
> which a talkative, brash, somewhat "crude" lower-
> class aide is paired with the more sensitive,
> literary and middle-class teacher. The aide can
> in fact threaten the teacher on any number of levels,
> sometimes including professional competence and
> extending to sexual adequacy.[36]

Perhaps further support regarding conflict of

styles may be marshalled through examination of the com-

ments made by the three referent groups, as shown in the

open-ended comment categories in Appendix B. It may be

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[36]Bennett and Falk, op. cit., p. 53.

seen that the classroom teachers of the EPDA trainees have many more comments to make regarding a desire for more "selective screening" of the trainees and indicate greater dissatisfaction with language and skill levels than do the classroom teachers supervising other student trainees. Perhaps the comment made by one of the school administrators puts the matter most succinctly. In response to Item 26 on the PEF, in which respondents are asked to list the major problems with the program, the administrator wrote: "Lower-class aides working with middle-class teachers."

The comments regarding problems with the program indicate that, among other things, the amount of absenteeism, tardiness, and personal problems of the EPDA trainees tended to aggravate the building principals and teachers. These areas were not mentioned as problems by the other referent groups. The reasons for absenteeism and tardiness may well be tied in with personal problems. As Bennett and Falk wrote:

> Chief among the problems unique to the low-income adult college student are marital and family problems. There are many married college students, and they do have problems. But all the new careerists had families, and nearly all had problems different in kind from the ordinary young marrieds. . . . A large number of the participants in the program were "single" women with families, some quite large. The families in nearly all cases were a problem for effective reading and study. . . . The homes were often crowded and noisy, with little peace and quiet until late at night. . . . Another new problem in

this tangle of family difficulties had to do with the fact that several people in the program lived in some real fear of violence from spouses, estranged or otherwise.[37]

One gathers from the written comments from the classroom teachers of the EPDA trainees that there are often extremes in liking or disliking the trainee. Certainly no love was lost on this trainee, as the comments of her teacher reveal:

> The program sounds great on paper and could be great, but you aren't getting the results that are possible --the classroom teacher does not have time to meet the needs of her own students, preparing materials, projects, etc. on off-teaching hours and also help train and then re-teach and re-train her assistant.

Another teacher wrote:

> Maybe you will get willing teachers in upper elementary to accept aides, since the lower elementary teachers are "forced" to use them as it is now.

The anger is hardly suppressed in this teacher's comment:

> Require the Assistant (EPDA trainee) to work under the same conditions the teacher does. You either produce or else you are not kept.

By constrast, some of the teachers were quite pleased with their EPDA trainees, as shown in the following comments:

> I found my aide prepared to assist in the classroom. She was skilled to work [sic] with the children, was familiar with audio-visual materials, and freed me from routine matters.

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[37]Bennett and Falk, op. cit., p. 134.

The following comment touched upon the usefulness
of the EPDA trainees; as yet another teacher stated:

> In general, much help was given the teacher and the
> children.

In contrasting the EPDA trainees with neighbor-
hood aides, one teacher wrote:

> I believe these people felt a little more pro-
> fessional than the neighborhood aides, and I believe
> it showed in dress, discussion (and lack of it) and
> confidence with children.

The data also suggest that for each class of
student trainees, one finds that the building principals
tend to favor the program more than the classroom teachers
do. In these instances, it may be suggested that the
closer one is to the actual school classroom, the more
critical is one's disposition. This phenomenon does not
hold true, however, with the trainees. One might reason-
ably suppose that since the building principals and class-
room teachers of the part-time student EPDA trainees give
ample evidence indicating least favorability toward the
program, then probably the EPDA trainees would respond
in a similar manner, since they are part of the situation.
The data seem to indicate that this is not the case,
however. It may be seen from Table 4.2 that the part-
time student trainees, EPDA, rank second only to the
building principals of the full-time student trainees
in perceiving the program most favorably. On the other
hand, the full-time student trainees incline to rank

just above the comparatively discontented building principals of the part-time student trainees, EPDA. A rational basis for this difference may possibly be constructed through examination of the comments given by the two groups on the PEF (see Appendix C). It is apparent from the nature of the commends under the strengths of the program that the EPDA trainees perceive themselves as gaining much more from the program than do the full-time student trainees. Moreover, while both referent groups list strengths having to do with the cognitive domain, the EPDA trainees tended to lay more emphasis on the affective. The comments by the EPDA trainees regarding the enhancement of one's self-concept, teacher-student relationships, student-to-student relationships are cases in point. It should also be recalled that the part-time student trainees, EPDA, received a summer training session with a stipend, and funding for books and tuition while attending college classes during the year. Furthermore, the EPDA trainees were all guaranteed employment in the school system throughout the year. A few of the EPDA trainees commented on these areas as strengths of the program as well.

It may be reasonable to suggest that when one compares the full-time student trainee with the part-time student trainee, EPDA, the variables related to socio-economic status and levels of expectation may tend to

explain some of the differences in the perceptions of
the two groups toward the program. It is also worthwhile
noting that the part-time student trainees, EPDA, not
only mentioned fewer problems than the full-time student
trainees, but they also tended to stress a greater need
for acceptance and communication in those they did mention.
The foregoing factors, coupled with the fact that the
Teacher Assistant Program is seen as a pathway for upward
mobility, are suggested as some of the logical reasons
why the EPDA trainees tend to see the program more
favorably than all of the other referent groups, with the
exception of the building principals of the full-time
student trainees.

TABLE 4.3.--Rank Order for Each Item from Most to Least Favorable for Each Referent Group.

Item Number	Full-time student Trainees	Part-time student Trainees Inservice Aides	Part-time student Trainees, EPDA	Classroom Teachers Full-time student Trainees	Classroom Teachers Part-time student Trainees inservice Aides	Classroom Teachers Part-time student Trainees, EPDA	Building Principals Full-time student Trainees	Building Principals Part-time student Trainees inservice Aides	Building Principals Part-time student Trainees, EPDA	Administrators and College Instructors
1	8	5	2.5	6	7	9	1	2.5	10	4
2	7.5	1.5	1.5	4	5.5	9	3	7.5	10	5.5
3	6	8	2	3	7	10	4	1	9	5
4	7	3	1.5	8	5	10	1.5	6	9	4
5	8.5	4	3	5.5	5.5	10	2	1	8.5	7
6	6	8	1	7	5	10	2.5	2.5	9	4
7	6	5	8	4	1	10	7	3	9	2
8	9	3	1	6	4	10	2	8	7	5
9	9	1	2	8	4.5	7	3	4.5	10	4.5
10	4	6	1	3	8.5	7	5	2	10	8.5
11	7	4.5	2	6	9.5	8	1	4.5	9.5	3
12	2	5	3	7	6	9	1	8	10	4
13	5	10	4	3	2	7	1	6	9	8
14	4	7	2	5	6	8	1	10	9	3
15	2.5	7	1	9	6	8	5	2.5	10	4
16	8	6	7	5	9	4	1	10	3	2
17	3.5	1	2	7	5.5	9	3.5	5.5	10	8
18	8	2.5	4.5	9	1	10	2.5	6	7	4.5
19	1	4	3	8	5	9	2	10	6	7
20	7.5	7.5	6	2	4	10	3	1	9	5
21	5.5	7	4	2	5.5	10	3	1	9	8
22	7	5	6	9	4	10	1	3	8	2
23	3.5	3.5	2	8	5	10	6	7	9	1
24	10	8	6	3	7	9	1	2	4	5
Totals	145.5	122.5	76	137.5	128.5	213	63	114.5	204	114
Grand Means	6.08	5.13	3.17	5.73	5.35	8.88	2.63	4.77	8.50	4.75

Discussion of Table (by Item and Referent Group)

Before beginning a discussion of Table 4.3 and the referent group rank order indicating relative favorability or unfavorability for each item, it is necessary to point out that arbitrary division points are made to assist in the examination. If the respondent group ranked at 3.0 or above, relative favorability is assumed. Relative unfavorability is assumed if the respondent group ranked at 8.0 or below.

Item 1: All groups saw the program as developing sensitivity and insight into the role of the teacher aide in the classroom. The building principals of the full-time student trainees, the building principals of the part-time student trainees who were also inservice aides and the part-time student trainess, EPDA, were inclined to be most favorable. The full-time student trainees, the classroom teachers of the part-time student trainees, EPDA, and the building principals of the part-time student trainees, EPDA were least favorable.

Item 2: The development of sensitivity and insight into the teacher's role was seen by all groups as a strength of the program. The part-time student trainees, who were also inservice aides, the part-time student trainees, EPDA, and the building principals of the full-time student trainees tended to be most favorable regarding this quality of the program, while the classroom

teachers of the part-time student trainees, EPDA, and the building principals of the EPDA trainees were least favorable.

Item 3: All groups agreed that the program enabled the trainees to develop insight into assisting teachers in the task of developing pupil learning. The building principals of the full-time student trainees, the part-time student trainees, EPDA, and the classroom teachers of the full-time student trainees were most positive. The classroom teachers of the part-time student trainees, EPDA, and the part-time student trainees who were also inservice aides tended to be least positive.

Item 4: All groups agreed that the program prepared the trainee to act as an instructional aide and to be an effective member of a classroom team. The building principals of the full-time student trainees, the classroom teachers of the full-time student trainees, and the part-time student trainees who were also inservice aides tended to be most positive. Conversely, the classroom teachers of the full-time student trainees, the classroom teachers of the part-time student trainees, EPDA, and the building principals of the part-time student trainees, EPDA, were least positive.

Item 5: The groups tended to agree that the program enabled the trainee to develop specific teaching skills. The building principals of the full-time student

trainees, the building principals of the part-time student
trainees who were also inservice aides, and the part-time
student trainees, EPDA, were most positive in their agree-
ment. The classroom teachers of the part-time student
trainees, EPDA, the building principals of the part-time
student trainees, EPDA, and the full-time student trainees
were the least positive.

Item 6: The groups tended to agree that the pro-
gram enabled the trainees to refine teaching skills. The
building principals of the full-time student trainees, the
building principals of the part-time inservice trainees
who were also inservice aides and the part-time student
trainees, EPDA, were most positive in their agreement.
Conversely, the part-time student trainees who were also
inservice aides, the building principals of the part-
time student trainees, EPDA, and the classroom teachers
of the part-time student trainees, EPDA, were least
positive in their agreement.

Item 7: There was agreement in all groups that
the program permitted the trainees to work with children
in ways that made possible better utilization of the
professional training of the teacher. The classroom
teachers of the part-time student trainees who were also
inservice aides, the building principals of that same
group, and the administrators and college instructors
were most positive in their agreement. The classroom

teachers of the part-time student trainees, EPDA, the building principals of the part-time student trainees, EPDA, and the EPDA trainees themselves were the least positive in their agreement.

Item 8: All groups inclined to agree that the program enabled the trainees to develop insight into curriculum structure and development. The part-time student trainee, EPDA; the building principals of the full-time student trainees and the part-time student trainees who were also inservice aides were most affirmative. The classroom teachers of the part-time trainees, EPDA, the building principals of that same group, and the full-time student trainees were least affirmative.

Item 9: While all groups tended to agree that the program helped the trainee to begin developing a meaningful philosophy of education, the part-time student trainees who were also inservice aides, the part-time student trainees, EPDA, and the building principals of the full-time student trainees were most positive. The building principals of the part-time student trainees, EPDA, the full-time student trainees and the classroom teachers of the part-time student trainees, EPDA, were least positive.

Item 10: There was agreement by all groups that the program has helped the trainee to develop insight into the social structure of the schools. The building

principals of the full-time student trainees, the part-time student trainees, EPDA, and the classroom teachers of the full-time student trainees were most positive about this. The building principals of the part-time student trainees, EPDA, the classroom teachers of the part-time student trainees who were also inservice aides, administrators and college instructors were least positive.

Item 11: It was generally agreed in all groups that the program enabled the trainees to apply theories learned in college classes to practice in the classroom and to note their effects. The building principals of the full-time student trainees, the part-time student trainees, EPDA, and the administrators and college instructors were most positive in their agreement. The classroom teachers of the part-time student trainees who were also inservice aides, the classroom teachers of the part-time student trainees, EPDA, and the building principals of the latter group were least positive.

Item 12: There was agreement by all groups that the program developed the trainee's sensitivity and insight into the needs and nature of children. The building principals of the full-time student trainees and the full-time student trainees themselves were most positive in their agreement. The building principals of the part-time student trainees, EPDA, the building principals of the part-time student trainees who were also inservice

aides, and the classroom teachers of part-time student trainees, EPDA, were least positive.

Item 13: All groups agreed that the program enabled the trainee to make a more intelligent career decision by allowing him or her to take into account the realities of the classroom. The building principals of the full-time student trainees, the classroom teachers of the part-time student trainees who were also inservice aides, and the classroom teachers of the full-time student trainees were most affirmative. The part-time student trainees who were also inservice aides, the building principals of the part-time student trainees, EPDA, the administrators and college instructors were least affirmative.

Item 14: The data suggests that all groups agreed that the program developed the trainee's insight into himself (herself) as a teacher-to-be. The building principals of the full-time students, the part-time student trainees, EPDA, the administrators and college instructors were most positive. Conversely, the building principals of the part-time student trainees, EPDA, the building principals of the part-time student trainees who were also inservice aides and the classroom teachers of the part-time student trainees, EPDA, were least positive.

Item 15: All groups inclined to agree that the program strengthened the trainee's commitment to teaching. The part-time student trainees, EPDA, and the building principals of the part-time student trainees who were also inservice aides were most positive. The building principals of the part-time student trainees, EPDA, the classroom teachers of that same group and the classroom teachers of the full-time student trainees were least positive.

Item 16: This was a reverse item. It carried the assertion that: "The realities of the classroom were often a rude shock for the trainee." The raw data suggests that full-time student trainees were neutral, while the classroom teachers of the part-time student trainees who were also inservice aides, and the building principals of that same group inclined toward disagreement. The building principals of the part-time student trainees, EPDA, the building principals of the full-time student trainees, administrators and college instructors agreed. All other groups were in general agreement.

Item 17: All groups agreed that children in the schools benefited through the assistance given them by the Teacher Assistant trainee. The part-time student trainees who were also inservice aides, the part-time student trainees, EPDA, were most positive. The building principals of the part-time student trainees, their

classroom teachers, administrators and college instructors were least positive.

Item 18: The data indicates that all groups agreed that the incorporation of an educational career development ladder, from teacher aide through teacher associate, is highly desirable. The part-time student trainees who were also inservice aides, their classroom teachers, and the building principals of the full-time student trainees were most positive. Conversely, the classroom teachers of the part-time student trainees, EPDA, and the full-time student trainees were least positive.

Item 19: All groups agreed that the trainee's practical experience with children provides a level of psychological insight into their behavior far greater than can be acquired through reading about children. The full-time student trainees and their building principals were most positive about this. The building principals of the part-time student trainees who were also inservice aides and the classroom teachers of the part-time student trainees, EPDA, were least positive.

Item 20: The data indicates that all groups agree that the education and training of pre-teaching candidates would be improved if the lower divisions (freshman and sophomore years) of all universities and colleges incorporated programs like the Teacher Assistant Program. The
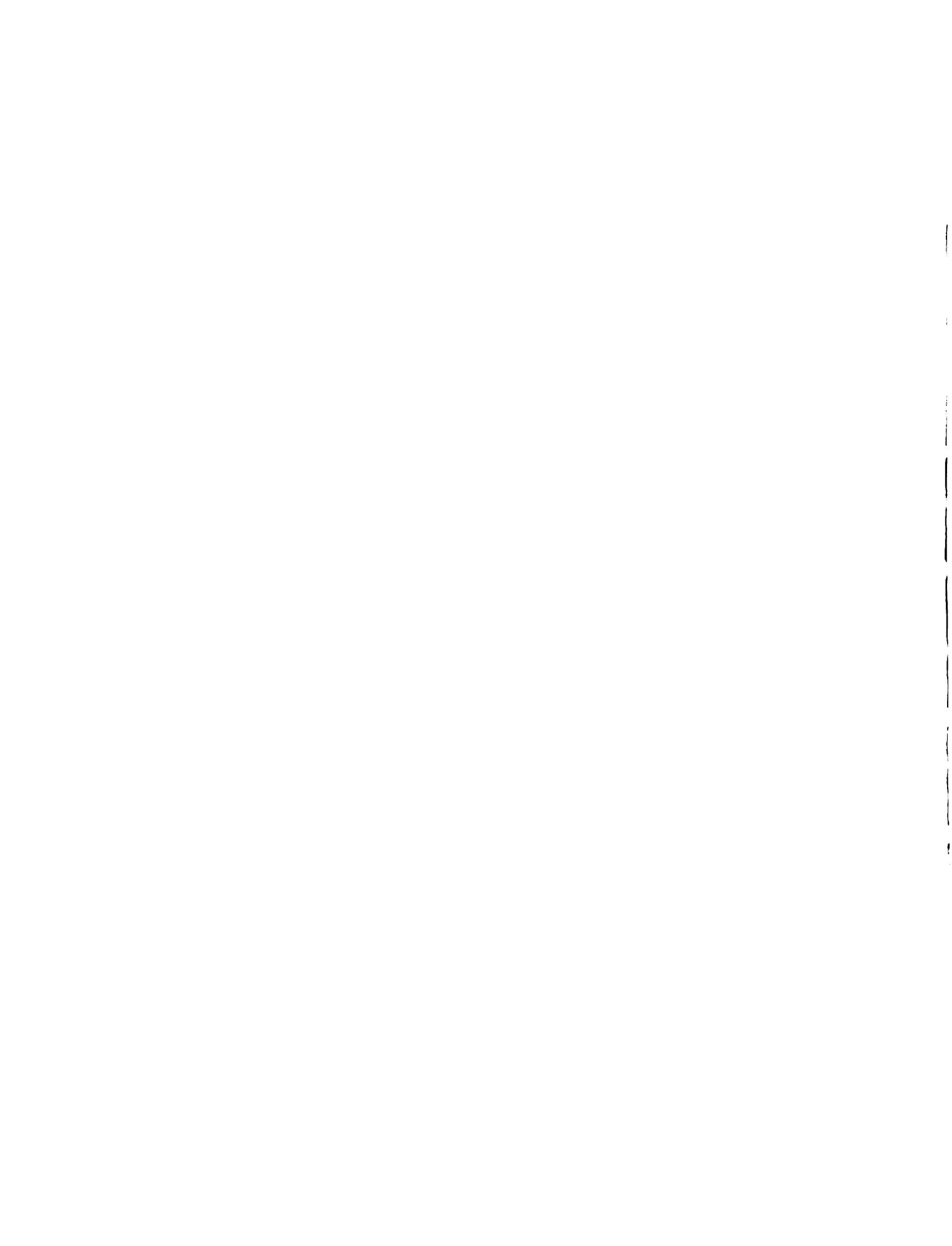
building principals of the part-time student trainees who were also inservice aides, the building principals of the full-time student trainees, and the classroom teachers of the full-time student trainees were most positive. The classroom teachers of the part-time student trainees, EPDA, and their building principals were least positive.

Item 21: All groups agreed that the significant amount of early practical training in the schools is highly desirable if one is planning on teaching as a career. The building principals of the part-time student trainees who were also inservice aides, the classroom teachers of the full-time student trainees, and their building principals were most positive. The classroom teachers of the part-time student trainees, EPDA, their building principals, the administrators and college instructors were least positive.

Item 22: The data indicated agreement in all groups that theory and practice tended to grow together as a result of the trainee's personal experience as a participant in the Teacher Assistant Program. The building principals of the full-time student trainees, the building principals of the part-time student trainees who were also inservice aides, the administrators and college instructors were most positive. The classroom teachers of the part-time student trainees, EPDA, their building principals, and the classroom teachers of the full-time student trainees were least positive.

Item 23: All groups tended to agree that, all other things equal, a prospective teacher with experience as a teacher aide through the Teacher Assistant Program should be given preference when applying for a teaching position. The administrators and college instructors, along with the part-time student trainees, EPDA, were most positive. The classroom teachers of the part-time student trainees, EPDA, their building principals, and the class-room teachers of the full-time student trainees were least positive.

Item 24: All groups agreed that programs such as the Teacher Assistant Program provides means by which genuine cooperation between the public schools and teacher preparation institutions can be developed. The building principals of the full-time student trainees, the class-room teachers of the full-time student trainees, and the building principals of the part-time student trainees who were also inservice aides were most positive. The full-time student trainees, the part-time student trainees who were also inservice aides, and the classroom teachers of the part-time student trainees, EPDA, were least positive.

Items 25, 26, and 27 were open-ended questions. The respondents were asked to list major strengths of the program (Item 25), major problems with the program (Item 26), and to give suggestions for improving the

program (Item 27). An examination of the referent group replies, when coupled with the data, tend to lead to several reasonable observations concerning the respective groups. For example, in the single instance where the part-time student trainees, EPDA, were least positive as shown by Table 4.3, it was in reference to the utilization of the aide by the classroom teacher (Item 7). When one turns to the comments regarding major problems with the program, the EPDA aides were most critical of the teachers, with few criticisms of the structure of the program. By comparison, the full-time student trainees were more favorable in their perception of their utilization by the classroom teachers. They were also considerably more critical of program structure than the EPDA trainees, and less critical of the teachers, as shown by their replies in reference to problems with the program.

The classroom teachers of the part-time student trainees, EPDA, are shown to be consistently in the least favorable category on all items except four, as indicated by Table 4.3. It is interesting to note that, in response to the question regarding problems with the program, well over half of the comments were critical of the skill levels and character of the EPDA trainees. It follows as at least reasonable that the perceptions of the program by the classroom teachers of the EPDA trainees were probably

influenced by some negativism toward the trainees them-
selves.

The building principals of the part-time student
trainees, EPDA, were also seen to be consistently least
favorable toward the program, on all items except four.
As Table 4.2 indicates, they rank just above their class-
room teachers. Well over half of their comments were,
like the teachers, critical of the trainee. In contrast-
ing the perceptions of the program held by the building
principals of the full-time student trainees, one is
immediately struck by the absence of least favorability
on any item. Contrarily, eighteen of the twenty-four
items are ranked in the most favorable area. In their
replies regarding problems with the program, the building
principals of the full-time student trainees had no criti-
cal comments, save the need for planning time. Two
principals complained that they could not get enough
trainees. In this instance, as with the building princi-
pals and teachers of the EPDA trainees, it appears quite
probable that perceptions of the program were also
influenced by attitudes toward the trainees, only this
time in a favorable direction.

As Table 4.2 indicates, the grand means in rank
order of favorability and unfavorability of the remaining
referent groups come within a spread of .98 of each other
and a maximum of .73 away from 5.00. While a close

examination of the data in Table 4.3 suggests that one may develop some further exposition on the items and the remaining groups, it may be seen that the greatest differences in the perception of the program are held by the groups previously discussed.

While it is recognized that the design of this part of the study was in no sense rigid, it was still possible to draw some reasonable conclusions concerning the differential perceptions of the Teacher Assistant Program as seen by the ten referent groups. Among the many inferences which the data appears to justify, perhaps those listed below are the most salient.

1. All referent groups perceive the Teacher Assistant Program favorably, and tend to agree with the assertive statements made about it in the Program Evaluation Form (PEF).

2. That within the same class of trainees, the perception of favorability tends to increase with distance from the scene of actual school classroom interaction.

3. That the perception of favorability appears to be influenced by the social character of the student trainees taking part in the Teacher Assistant Program.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Basic to the rationale of this study was the proposition that the community junior college could, and ought to, play a far more active role in the preparation of future teachers. The study reviewed some of the current problems plaguing the teaching profession, specifically; the demand that future teachers receive early and extended pre-student teaching laboratory experiences; that future teachers be prepared to supervise and direct the activities of the growing number of paraprofessionals in the school systems. The review of the literature suggested that early and extended pre-student teaching laboratory experiences would enable future teachers to assign more meaning to their courses in education as well as developing greater insight into the realities of the classroom and the profession. It was also pointed out that the uncommitted education major would seriously reconsider his choice of occupations if a heavier investment of time and energy were required.

It was recognized that frequently the location of the four-year teacher preparation institution and sheer numbers of students tended to work against having extended pre-student teaching laboratory experiences in local schools. Still the demand for greater classroom contact is being made, and schools are becoming more vocal and authoritative in their request for a greater voice in programs designed for the preparation of future teachers. It was also recognized the sub-culture peculiar to the school and that of the universities were often incongruent, with attendent unhappy consequences for teacher education.

The literature reviewed suggested that greater cooperation between the two institutions was taking place with new models for cooperation being introduced.

The literature pertaining to the rapid development of the community junior college further suggested that this comparatively new institution might fill a need where the university could not because of its local situation. It was pointed out that many of the 1,100 two-year colleges are located close to K-12 school systems, and that by using a developmental paraprofessional program, the following benefits would also logically accrue: (1) the future teachers would obtain invaluable experience in the schools while assisting teachers; (2) the future teacher would acquire insight into the role of

the teacher aide in the school system and would be in a
better position to use an aide himself having had the
experience of being one; (3) children and teachers in
local schools would benefit by having the student trainee
assisting them in the classroom; (4) the future teacher
would move from "non-concern" to greater concern with
teacher-related problems and would assign greater meaning
to his courses in education; (5) screening committees in
the colleges of education would have more reliable evi-
dence upon which to base the decision of whom to admit
to the upper-division programs; (6) some students would
select themselves out of preparing to teach if they had
the opportunity afforded them for early contacts in the
classroom.

The examination of the literature revealed many
positive claims which pre-student teaching laboratory
experiences are supposed to justify. The preparation
given future teachers in the standard program was con-
sidered markedly inferior because of the absence of
significant contacts in the classroom early in the future
teacher's college career.

A paraprofessional program designed and developed
between Lansing Community College and the Lansing Public
School System was then introduced as a model for the
preparation of future teachers who are enrolled in com-
munity junior colleges. The study presented information

regarding the genesis of the program, its implementation, and subsequent evaluation.

Some of the assertive comments made by recognized authorities in the field of education were transposed into items and a questionnaire, labeled the Program Evaluation Form (PEF), was distributed to ten referent groups having contact with the program, called the "Teacher Assistant Program." The referent groups were classified into four categories: (A) college student trainees, (B) classroom teachers, (C) building principals, and (D) administrators and college instructors. Category "A" included full-time students, part-time students who were also serving as teacher aides in the schools and part-time students who were training under funds granted by the Education Professions Development Act, EPDA. Category "B" included the three groups of teachers supervising the student trainees, and Category "C" included the respective building principals. Category "D" included upper-echelon administrators, college instructors and coordinators, as well as advisors and consultants who had contact with the Teacher Assistant Program.

Individuals in the referent groups were asked to respond to the 27-item PEF. Three of the questions were open-ended and solicited free comments and suggestions. The items were designed to gain a response indicating the perception the respondent had of the Teacher Assistant Program.

The research design was exploratory. No
hypothesis was accepted or rejected. It was intended
primarily to obtain information on the differential per-
ceptions of the program as held by the various referent
groups, and to gain a broad understanding of the relative
differences in favorability each group held toward state-
ments in the individual items. A measure of overall
favorability or unfavorability was also taken when the
data from all groups was combined.

The data suggested that all ten groups viewed
the developmental paraprofessional program (Teacher
Assistant Program) favorably. Further analysis suggested
that the building principals of the full-time student
trainees were most positive toward the program with the
part-time student trainees, EPDA, next most positive.
Positive, but least so, were the classroom teachers of
the part-time student trainees, EPDA. Ranking slightly
above them in least favorability were the building princi-
pals of this same group. Some of the general inferences
which the data appeared to justify are listed below:

1. All referent groups perceive the Teacher
   Assistant Program favorably, and tend to agree
   with the assertive statements made about it in
   the Program Evaluation Form (PEF).

2. That within the same class of trainees, the per-
   ception of favorability tends to increase with
   distance from the scene of actual classroom
   interaction.

3. That the perception of favorability appears to
   be influenced by the social character of the
   student trainees taking part in the Teacher
   Assistant Program.

Significant also was the degree of favorability
accorded the three top ranked items. There was agreement
approaching strong agreement, with all groups combined,
that (1) the significant amount of early practical train-
ing in the schools is highly desirable if one is planning
on teaching as a career--Item 21; (2) the trainee's
practical experience with children provides a level of
psychological insight into their behavior far greater
than can be acquired through reading about children; and
(3) the education and training of pre-teaching candidates
would be improved if the lower-divisions (freshman and
sophomore years) of all universities and colleges incor-
porated programs like the Teacher Assistant Program.

It is readily admitted that the findings are
suggestive, and that more refined techniques using larger
populations are necessary before coming to firm conclu-
sions.

Evaluation of the program was also undertaken by referring to expert authority, rationality, and logic. The curriculum content of the Teacher Assistant Program was seen as consistent with many of the suggestions for changing the standard program of teacher preparation. This was found to be especially true with reference to pre-student teaching laboratory experiences, understanding the role of the classroom paraprofessional, and assigning increased meaning to academic and professional subjects in teacher education programs.

Conclusions

Some of the conclusions one may draw from this study are:

1. That pre-student teaching laboratory experiences of an extended nature are considered highly desirable as an improvement on the standard teacher preparation program.

2. That the use of a developmental paraprofessional program for the preparation of future teachers is highly desirable.

3. That the community junior college may be used in à far more active manner in the preparation of pre-teaching students.

4. That teacher preparation institutions would do well to incorporate a developmental para-professional program for future teachers in the lower divisions of their four-year colleges.

Implications

Some implications may be immediately drawn from the preceding conclusions:

1. That personnel in four-year colleges and universities responsible for teacher education need to seriously re-examine the function assumed by the community junior college in teacher preparation. A considerable alteration of the present role of the community junior college is suggested in order to capitalize on its potential contributions toward improving the preparation of future teachers.

2. The present role of the colleges of education may need to change after taking into account the potential new role of the two-year community junior college. It may well be that colleges of education could limit their functions in professional education and training primarily to the upper divisions. Student enrollment in professional education courses in the lower division would be limited to those numbers who could also be placed in nearby schools for comparable paraprofessional training and education. In keeping with the

traditional role of the university, experimental programs could be developed and the findings relayed to the education departments of the two-year colleges in order that they may improve their own developmental paraprofessional programs.

3. Joined appointments could be made including all three institutions concerned with teacher preparation. (As compared to joint appointments, where only two institutions are usually involved in supporting one faculty member.) This implies an active and cooperative relationship among the schools, two-year and four-year colleges.

4. A more intensive orientation for teachers now in service who will work with paraprofessionals may be necessary. One of the more frequently voiced complaints by both teacher and trainees was that specific guidelines regarding the use of aides needs to be drawn up, and teachers trained to use the paraprofessionals.

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APPENDICES

APPENDIX A

EDUCATIONAL CAREER DEVELOPMENT LADDER

PARTS I, II, AND III

EDUCATIONAL CAREER DEVELOPMENT LADDER

PARTS I, II, AND III

LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Teacher Assistant, Certificate
             (Part I: Teacher Aide)

Curriculum Code: 112
             (Taken by part-time student trainees, EPDA, and part-time
             student trainees, inservice aides.)

Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
	Summer Term (Pre-Session)			**Winter Term**	
SPS 101	Orientation	1	PSY 201	Introduction to Psychology	4
ED 150	Introduction to Education	3	ED 103	Curriculum Reinforcement	1
ED 101	Curriculum Reinforcement	3	ED 202	Teacher Aide Practicum	3
		7			8
	Fall Term			**Spring Term**	
SS 101	Social Science I	4	MTH 200	Arith. Foundations	5
ED 102	Curriculum Reinforcement	1		or	
ED 201	Teacher Aide Practicum	3	SPH 104	Principles of Speech	3
		8	ED 104	Curriculum Reinforcement	1
			ED 203	Teacher Aide Practicum	3
					7 (9)

MINIMUM TOTAL...............31

All practicum courses include one hour formal class meeting and approximately ten
hours directed field experience in the schools.

REVISED: June 28, 1971   REPLACES GUIDE DATED: July 29, 1970

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LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Teacher Assistant, One-year Certificate
            (Part II: Teacher Assistant)

Curriculum Code: 113
                  (Includes all courses in Part I and others as indicated below.)
                  (Taken by full-time student trainees and part-time student
                  trainees interested in career mobility.)

BASIC PROGRAM

Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
	Fall Term			**Spring Term**	
SPS 101	Orientation (optional)	1	MTH 200	Arith. Foundations	(5)
ED 150	Introduction to Education	3		or	
ED 101	Curriculum Reinforcement	3	SPH 104	Principles of Speech	3
ED 102	Curriculum Reinforcement	1	PSY 204	Educational Psychology	3
ED 201	Teacher Aide Practicum	3	ED 104	Curriculum Reinforcement	1
SS 101	Social Science I	4	ED 203	Teacher Aide Practicum	3
ENG 121	Freshman English	4	ENG 123	Freshman English	4
		18 (19)		or	
			ENG 124	Freshman English	4
	Winter Term				14 (16)
ENG 250	Masterpieces of Am. Lit.	3		MINIMUM TOTAL...............47	
ED 103	Curriculum Reinforcement	1			
ED 202	Teacher Aide Practicum	3			
PSY 201	Introduction to Psychology	4			
ENG 122	Freshman English	4			
		15			

All practicum courses include one hour formal class meeting and approximately ten
hours directed field experience in the schools per week.

Students desiring to change their curriculum are required to consult with a
counselor in Counseling Services.

NEW GUIDE PREPARED: July 29, 1970

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LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Teacher Assistant, Associate Degree
             (Part III: Teacher Associate)

Curriculum Code: 114
             (Includes all courses in Parts I and II, and others as indicated
             below.)
             (Taken by full-time student trainees and part-time student trainees
             interested in career mobility.)

BASIC PROGRAM

Course Number	Course Title	Credit Hours	Course Number	Course Title	Credit Hours
Fall Term			**Fall Term**		
SPS 101	Orientation	(1)	NS 101	Botany-Zoology	4
ED 150	Introduction to Education	3	HUM 201	Western Civilization I	4
ED 101	Curriculum Reinforcement	3	ENG 230	Intro. to Eng. Ling.	3
ED 102	Curriculum Reinforcement	1	GEO 201	World Regional Geography	4
ED 201	Teacher Aide Practicum	3			15
ENG 121	Freshman English	4			
SS 101	Social Science I	4	**Winter Term**		
		18 (19)	FBS 212	Found. of Bio. Science	4
Winter Term			NS 102	Chemistry-Physics	4
			HUM 202	Western Civilization II	4
ENG 250	Masterpieces of Am. Lit.	3	SS 102	Social Science II	4
ED 103	Curriculum Reinforcement	1			16
ED 202	Teacher Practicum	3			
PSY 201	Intro. to Psychology	4	**Spring Term**		
ENG 122	Freshman English	4	FPS 211	Found. of Physical Sci.	4
		15	SS 103	Social Science III	4
Spring Term			HUM 203	Western Civilization III	4
MTH 200	Arith. Foundations	(5)	NS 103	Astronomy-Geology	4
	or				16
SPH 104	Principles of Speech	3			
ED 104	Curriculum Reinforcement	1		MINIMUM TOTAL.............94	
ED 203	Teacher Aide Practicum	3			
PSY 204	Educational Psychology	3			
ENG 123	Freshman English	4			
	or				
ENG 124	Freshman English	4			
		14 (16)			

All practicum courses include one hour formal class meeting and approximately ten
hours directed field experience in the schools per week.

Students who eventually plan to complete a bachelor's degree in Elementary Education,
should discuss with a counselor: (1) additional required courses, (2) majors and
minors, and (3) admission requirements at four-year colleges and universities early
in the academic program.

Students desiring to change their curriculum are required to consult with a counselor
in Counseling Services.

REPLACES GUIDE DATED JULY 29, 1970   REVISED October 1, 1971

APPENDIX B

QUESTIONNAIRES

PROGRAM EVALUATION FORM (PEF)

STUDENT TRAINEES

This survey is made to assist in the evaluation of the Teacher
Assistant Program.

As you know, this is a new program and your reponse as a trainee is
very important.

You do not have to sign your name, but please be sure to circle the
number which best indicates the category you are in as a trainee
(if not one of these, please describe your situation on the back of
the questionnaire).

(1) EPDA funded   (2) Regular LCC student--10 hrs. per term, min.
(3) Not EPDA, teacher aide

For each of the items listed in this scale, circle the letters that
best indicate the strength of your agreement or disagreement.

Key

SA = You strongly agree with the statement.
 A = You agree with the statement.
 N = You neither agree nor disagree.
 D = You disagree with the statement.
SD = You strongly disagree with the statement.

THE TEACHER ASSISTANT PROGRAM:

1. developed my sensitivity and insight into the
    role of the teacher aide in the classroom.......   SA A N D SD

2. developed my sensitivity and insight into the
    teachers' role...................................   SA A N D SD

3. enabled me to develop insight into assisting
    teachers in the task of developing pupil
    learning...   SA A N D SD

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4. prepared me to act as an instructional aide and
    to be an effective member of a classroom team...   SA A N D SD

5. enabled me to develop specific teaching skills..   SA A N D SD

6. enabled me to refine teaching skills............   SA A N D SD

7. permitted me to work with children in ways that
    made possible better utilization of the
    professional training of the teacher............   SA A N D SD

8. enabled me to develop insight into curriculum
    structure and development.......................   SA A N D SD

9. has helped me to begin developing a meaningful
    philosophy of education.........................   SA A N D SD

10. has enabled me to develop insight into the
    social structure of the schools.................   SA A N D SD

11. has enabled me to apply theories learned in
    college classes to practice in the classroom
    and to note their effects.......................   SA A N D SD

12. developed my sensitivity and insight into the
    needs and nature of children....................   SA A N D SD

13. enabled me to make a more intelligent career
    decision by allowing me to take into account
    the realities of the classroom..................   SA A N D SD

14. developed insight into myself as a teacher-
    to-be...   SA A N D SD

15. has strengthened my commitment to teaching......   SA A N D SD

16. The realities of classroom life were often a
    rude shock to me................................   SA A N D SD

Part II. Directions: Please circle the appropriate letters indi-
                       cating the strength of your agreement or
                       disagreement with the statements below.

IN MY OPINION:

17. children in the schools benefit through the
    assistance given them by the Teacher
    Assistant trainee...............................   SA A N D SD

18. the incorporation of an educational career
    development ladder, from teacher aide through
    teacher associate, is highly desirable..........   SA A N D SD

19. practical experience with <u>children</u> provides
    a level of psychological insight into their
    behavior far greater than can be acquired
    through reading about children.................. SA A N D SD

20. the education and training of pre-teaching
    candidates would be improved if the lower
    divisions (freshman and sophomore years) of all
    universities and colleges incorporated programs
    like the Teacher Assistant Program.............. SA A N D SD

21. the significant amount of early practical
    training in the schools is highly desirable if
    one is planning on teaching as a career......... SA A N D SD

22. theory and practice tended to grow together as
    a result of my personal experience as a
    participant in the Teacher Assistant Program.... SA A N D SD

23. all other things equal, a prospective teacher
    with experience as a teacher aide through the
    Teacher Assistant Program should be given
    preference when applying for a teaching position SA A N D SD

24. programs such as the Teacher Assistant Program
    provide means by which genuine cooperation
    between the public schools and the teacher
    preparation institutions can be developed....... SA A N D SD

Part III. Directions: The following items are open questions.
                      Please give your frank opinion.

25. As you see it, what are the chief strengths of the Teacher
    Assistant Program?

26. What are the chief (major) problems you have had with the
    Teacher Assistant Program?

27. What suggestions would you make for improvement?

PROGRAM EVALUATION FORM (PEF)

CLASSROOM TEACHERS OF STUDENT TRAINEES

This survey is made to assist in the evaluation of the Teacher Assistant Program.

As a teacher, you have had an LCC trainee under your supervision for some time. As you know, the Teacher Assistant Program is fairly new and therefore your responses to the questions below are especially important.

For each of the items listed in this scale, circle the letters that best indicate the strength of your agreement or disagreement.

Key

SA = You strongly agree with the statement.
A = You agree with the statement.
N = You neither agree nor disagree.
D = You disagree with the statement.
SD = You strongly disagree with the statement.

BASED ON MY OBSERVATIONS, THE TEACHER ASSISTANT PROGRAM:

1. developed the trainee's sensitivity and
   insight into the role of the teacher aide
   in the classroom.................................. SA A N D SD

2. developed the trainee's sensitivity and
   insight into the teacher's role.................. SA A N D SD

3. enabled the trainee to develop insight into
   assisting teachers in the task of developing
   pupil learning................................... SA A N D SD

4. prepared the trainee to act as an instructional
   aide and to be an effective member of a class-
   room team.. SA A N D SD

5. enabled the trainee to develop specific
   teaching skills................................... SA A N D SD

6. enabled the trainee to refine teaching skills... SA A N D SD

7. permitted the trainee to work with children in
   ways that made possible better utilization of
   the professional training of the teacher........ SA A N D SD

8. enabled the trainee to develop insight into
   curriculum structure and development............ SA A N D SD

9. has helped the trainee to begin developing a
   meaningful philosophy of education.............. SA A N D SD

10. has helped the trainee to develop insight into
    the social structure of the schools............. SA A N D SD

11. has enabled the trainee to apply theories
    learned in college classes to practice in the
    classroom and to note their effects............. SA A N D SD

12. has developed the trainee's sensitivity and
    insight into the needs and nature of children... SA A N D SD

13. enabled the trainee to make a more intelligent
    career decision by allowing him or her to take
    into account the realities of the classroom..... SA A N D SD

14. developed the trainee's insight into himself
    (herself) as a teacher-to-be.................... SA A N D SD

15. strengthened the trainee's commitment to
    teaching.. SA A N D SD

16. The realities of the classroom were often a
    rude shock for the trainee...................... SA A N D SD

Part II. Direction: Please circle the appropriate letters indicating
                    the strength of your agreement or disagreement
                    with the statements below.

IN MY OPINION:

17. children in the schools benefited through
    the assistance given them by the Teacher
    Assistant trainee............................... SA A N D SD

18. the incorporation of an educational career
    development ladder, from teacher aide through
    teacher associate, is highly desirable.......... SA A N D SD

19. the trainee's practical experience with
    <u>children</u> provides a level of psychological
    <u>insight</u> into their behavior far greater than
    can be acquired through reading about children.. SA A N D SD

20. the education and training of pre-teaching
    candidates would be improved if the lower
    divisions (freshman and sophomore years) of all
    universities and colleges incorporated programs
    like the Teacher Assistant Program.............. SA A N D SD

21. the significant amount of early practical
    training in the schools is highly desirable if
    one is planning on teaching as a career......... SA A N D SD

22. theory and practice tended to grow together as
    a result of the trainee's personal experience as
    a participant in the Teacher Assistant Program.. SA A N D SD

23. all other things equal, a prospective teacher
    with experience as a teacher aide through the
    Teacher Assistant Program should be given
    preference when applying for a teaching position SA A N D SD

24. programs such as the Teacher Assistant Program
    provide means by which genuine cooperation
    between the public schools and the teacher
    preparation institutions can be developed....... SA A N D SD

Part III. Directions: The following items are open questions.
                       Please give your frank opinion.

25. As you see it, what are the chief strengths of the Teacher
    Assistant Program?

26. What are the chief (major) problems you have had with the
    Teacher Assistant Program?

27. What suggestions would you make for improvement?

PROGRAM EVALUATION FORM (PEF)

BUILDING PRINCIPALS, ADMINISTRATORS,

AND COLLEGE INSTRUCTORS

This survey is made to assist in the evaluation of the Teacher Assistant Program.

For each of the items listed in this scale, <u>circle</u> the letters that best indicate the strength of your agreement or disagreement.

<u>Key</u>

SA = You <u>strongly</u> agree with the statement.
 A = You <u>agree</u> with the statement.
 N = You <u>neither</u> agree nor disagree.
 D = You <u>disagree</u> with the statement.
SD = You <u>strongly disagree</u> with the statement.

BASED ON MY OBSERVATIONS, THE TEACHER ASSISTANT PROGRAM:

1. develops the trainee's sensitivity and insight
   into the role of the teacher aide in the
   classroom...................................... SA A N D SD

2. develops the trainee's sensitivity and insight
   into the teacher's role........................ SA A N D SD

3. enables the trainee to develop insight into
   assisting teachers in the task of developing
   pupil learning................................. SA A N D SD

4. prepares the trainee to act as an instructional
   aide and to be an effective member of a class-
   room team...................................... SA A N D SD

5. enables the trainee to develop specific
   teaching skills................................ SA A N D SD

6. enables the trainee to refine teaching skills... SA A N D SD

7. permits the trainee to work with children in
   ways that make possible better utilization of
   the professional training of the teacher........ SA A N D SD

8. enables the trainee to develop insight into
   curriculum structure and development........... SA A N D SD

9. helps the trainee to begin developing a
   meaningful philosophy of education............. SA A N D SD

10. helps the trainee to develop insight into the
    social structure of the schools................ SA A N D SD

11. enables the trainee to apply theories learned
    in college classes to practice in the class-
    room and to note their effects................. SA A N D SD

12. develops the trainee's sensitivity and insight
    into the needs and nature of children.......... SA A N D SD

13. enables the trainee to make a more intelligent
    career decision by allowing him or her to take
    into account the realities of the classroom..... SA A N D SD

14. develops the trainee's insight into himself
    (herself) as a teacher-to-be................... SA A N D SD

15. strengthens the trainee's commitment to
    teaching....................................... SA A N D SD

16. The realities of the classroom are often a
    rude shock for the trainee..................... SA A N D SD

Part II. Directions: Please _circle_ the appropriate letters indicat-
                       ing the strength of your agreement or disagree-
                       ment with the statements below.

IN MY OPINION:

17. children in the schools benefited through the
    assistance given them by the Teacher
    Assistant trainee.............................. SA A N D SD

18. the incorporation of an educational career
    development ladder, from teacher aide through
    teacher associate, is highly desirable......... SA A N D SD

19. the trainee's practical experience with
    children provides a level of psychological
    insight into their behavior far greater than
    can be acquired through reading about children.. SA A N D SD

20. the education and training of pre-teaching candidates would be improved if the lower divisions (freshman and sophomore years) of all universities and colleges incorporated programs like the Teacher Assistant Program..... SA A N D SD

21. the significant amount of early practical training in the schools is highly desirable if one is planning on teaching as a career......... SA A N D SD

22. theory and practice tends to grow together as a result of the trainee's personal experience as a participant in the Teacher Assistant Program.. SA A N D SD

23. all other things equal, a prospective teacher with experience as a teacher aide through the Teacher Assistant Program should be given preference when applying for a teaching position...................................... SA A N D SD

24. programs such as the Teacher Assistant Program provide means by which genuine cooperation between the public schools and teacher preparation institutions can be developed............ SA A N D SD

Part III. Directions: The following items are open questions. Please give your frank opinion.

25. As you see it, what are the chief strengths of the Teacher Assistant Program?

26. What are the chief (major) problems you have had with the Teacher Assistant Program?

27. What suggestions would you make for improvement?

APPENDIX C

PEF COMMENTS BY REFERENT GROUP

APPENDIX C

PEF COMMENTS BY REFERENT GROUP

TABLE C-1.--Strengths of Program as Perceived by Each
            Referent Group.

Number	Strength

A. Full-time Student Trainees (N = 29)*

Number	Strength
10	Tests interest in teaching.
7	Applies theoretical (formal) learning.
3	Benefits children; more help available.
1	Acquire understanding of school and its problems.
1	Being able to assume early responsibility.
1	Knowing teachers (instructional staff).
2	All good about the program.
1	Audio-visual training.
3	Access to particular kind of school and/or particular age of children as test of interest in teaching.
1	No comment.

B. Part-time Student Trainees, Inservice Aides (N = 17)*

Number	Strength
1	Tests interest in teaching.
4	Applies theoretical (formal learning.
3	Benefits children; more help available.
1	Acquire understanding of school and its problems.
1	Audio-visual training.
1	Learn substantive material (subject matter made interesting).
1	Learn about teaching methods

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TABLE C-1.--Continued

Number	Strength
1	Learn about the role of the teacher assistant.
2	Learn about children; teacher-student relationships.
1	Student-to-student interaction in college classes.
1	No comment.

C. Part-time Student Trainees, EPDA (N = 54)*

Number	Strength
5	Tests interest in teaching.
3	Applies theoretical (formal) learning.
7	Benefits children; more help available.
3	Acquire understanding of school and its problems.
1	Audio-visual training.
1	Learn substantive material (subject matter made interesting).
3	Learn about teaching methods.
3	Learn about the role of the teacher assistant.
8	Learn about children; teacher-student relationships.
1	Work in a multi-racial setting.
1	Having a job (guaranteed income).
2	Earn while learning.
4	Applied theoretical (formal) learning.
1	All good.
5	No comment.
2	Knowing teachers (instructional staff).
1	Student-to-student interaction in college classes.
3	Enhanced self-concept.

D. Classroom Teachers Full-time
   Student Trainees (N = 39)*

Number	Strength
10	Tests interest in teaching.
4	Benefits children; more help available.
5	Acquire understanding of school and its problems.
3	Learn about teaching methods.
1	Learn about the role of the teacher assistant.

TABLE C-1.--Continued

Number	Strength
2	Learn about children; teacher-student relationships.
1	Help for the teacher, permits greater use of professional abilities.
2	Exposes trainee to many different types of children.
1	Exposes trainee to different teaching styles.
2	Continuity: aide is able to follow through on projects.
1	Enables trainee to work in many areas of the classroom.
1	Helps trainee to see how to adapt activities to fit individual needs.
1	Trainees bring in and share new ideas.
5	Learn about children; abilities and disabilities, characteristics.

E. Classroom Teachers Part-time Student Trainees, Inservice Aides (N = 30)*

Number	Strength
7	Tests interest in teaching.
2	Applies theoretical (formal) learning.
4	Benefits children; more help available.
3	Acquire understanding of school and its problems.
2	Learn about teaching methods.
1	Learn about the role of the teacher assistant.
3	Learn about children; teacher-student relationships.
4	Help for the teacher, permits greater use of professional abilities.
1	Trainees bring in and share new ideas.
2	Learn about children; abilities and disabilities, characteristics.
1	No comment.
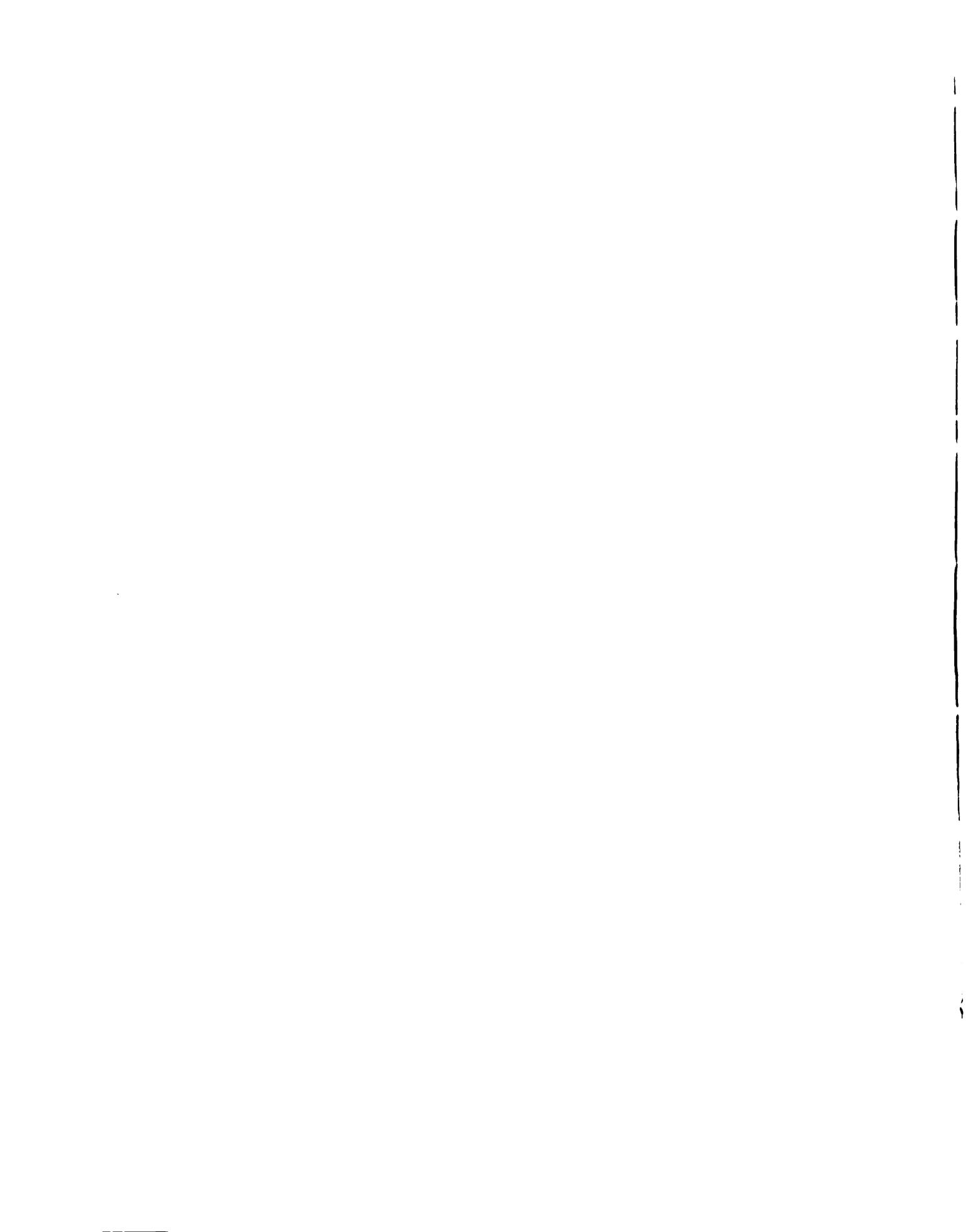
TABLE C-1.--Continued.

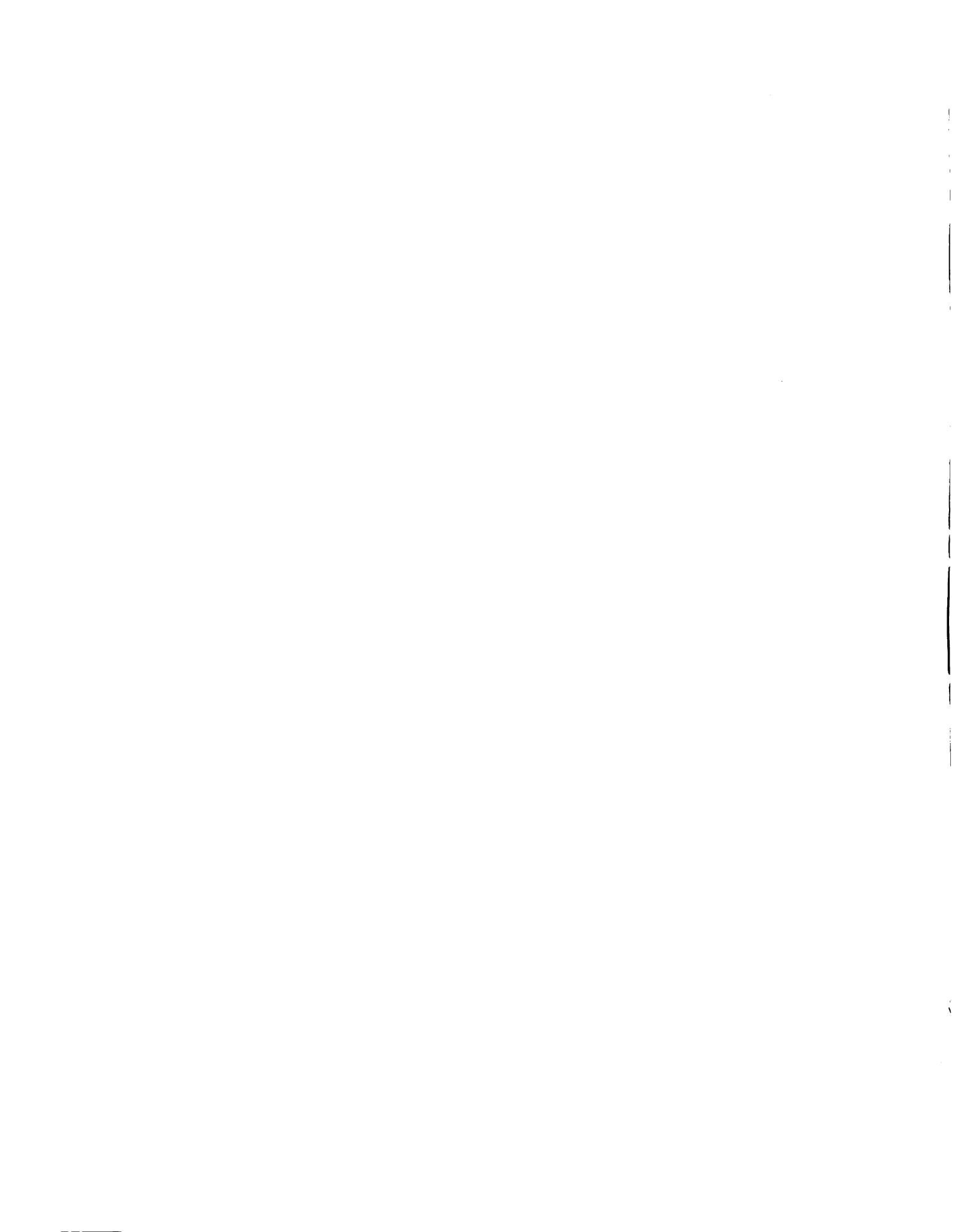| Number	Strength
	F. Classroom Teachers Part-time Trainees, Student EPDA (N = 54)*
13	Tests interest in teaching.
3	Applies theoretical (formal) learning.
12	Benefits children; more help available.
5	Acquire understanding of school and its problems.
2	Learn about teaching methods.
1	Learn about the role of the teacher assistant.
1	Learn about children; teacher-student relationships.
5	Help for the teacher, permits greater use of professional abilities.
1	Improve trainee's self-image.
3	Gives trainee a career opportunity.
4	Gives minority group members an opportunity to work in schools with children of similar backgrounds who can identify with them.
3	Learn about children; abilities and disabilities, characteristics.
1	No comment.
	G. Building Principals--Full-time Student Trainees (N = 14)*
5	Tests interest in teaching.
1	Applies theoretical (formal) learning.
2	Benefits children; more help available.
2	Acquire understanding of school and its problems.
2	Help for the teacher, permits greater use of professional abilities.
1	Learn about children; abilities, disabilities and characteristics.
1	All good.

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TABLE C-1.--Continued.

Number	Strength

H. Building Principals--Part-time Student
Trainees, Inservice Aides (N = 16)*

Number	Strength
2	Tests interest in teaching.
1	Applies theoretical (formal) learning.
1	Benefits children; more help available.
1	Gives trainee an opportunity to work with an experienced teacher.
1	Provides trainee with meaningful classroom experience.
1	Help for the teacher, permits greater use of professional abilities.
2	Helps trainee learn about the role of the teacher assistant.
1	Helps trainee learn about the role of the teacher.
1	Helps trainee to begin developing a meaningful philosophy of education.
1	Acquire understanding of school and its problems.
1	All good about the program.
1	No comment.
1	Audio-visual.
1	All Good.

I. Building Principals--Part-time Student
Trainees, EPDA (N = 18)*

Number	Strength
5	Tests interest in teaching.
2	Benefits children; more help available.
3	Acquire understanding of school and its problems.
2	Learning about teaching methods.
1	Learn about children; teacher-student relationships.
2	Learn about children; abilities, disabilities and characteristics.
3	Help for the teacher; permits greater use of professional abilities.

TABLE C-1.--Continued.

Number	Strength
	J. Administrators and College Instructors (N = 63)*
15	Tests interest in teaching.
7	Applies theoretical (formal) learning.
5	Benefits children; more help available.
5	Acquire understanding of school and its problems.
2	Learning about teaching methods.
5	Learning about children; abilities, disabilities, characteristics.
5	Help for the teacher; permits greater use of professional abilities.
2	Helps define the role of the aide in the classroom.
1	Opportunity to work with experienced teacher over time.
1	Improves trainee's self-concept.
1	Better prepares aides to work with children.
1	The introspection which results for trainee.
1	Early differentiation of potentially successful teachers.
1	Well-defined curriculum with in-service training.
2	Learn about the role of the teacher, anticipatory socialization.
1	Provides some insight and practical approaches of value to the Lansing classroom teachers using the aide.
2	Closer alliance between teacher training institutions and public schools.
1	Allows student the opportunity to know if she wants to be an aide.
1	Sincere and strong counseling program.
1	All good.
2	No comment.
1	Career opportunity for qualified people.

*Some respondents made more than one comment.

TABLE C-2.--Chief (Major) Problems with the Program as
Perceived by Each Referent Group.

Number	Problem
	A. Full-time Student Trainees (N = 18)*
1	Communication with school classroom teachers.
1	Communication with college instructors.
1	Lack of orientation session before going into school classroom.
1	College classes should be held for EPDA trainees separately.
1	Teachers unprepared for trainee, do not know how to use one.
1	Lack of freedom to apply concepts learned in college classes to classroom situation.
2	Having a classroom situation suited for an aide.
1	College classes irrelevant.
1	Curriculum Reinforcement class, ED 101, too lengthy.
1	Trainees should be paid for assisting in classrooms.
1	Program limited primarily to Lansing area.
3	No Problems.
1	No comment.
2	Finding a job as a teacher aide or assistant.
	B. Part-time Student Trainees, Inservice Aides (N = 10)*
2	Communication with school classroom teachers.
1	Teachers unprepared for trainee, do not know how to use one.
1	Not enough time for discussion in college classes.
1	Trying to see the viewpoints of the younger students in college classes.
2	No problems.
2	No comment.

TABLE C-2.--Continued.

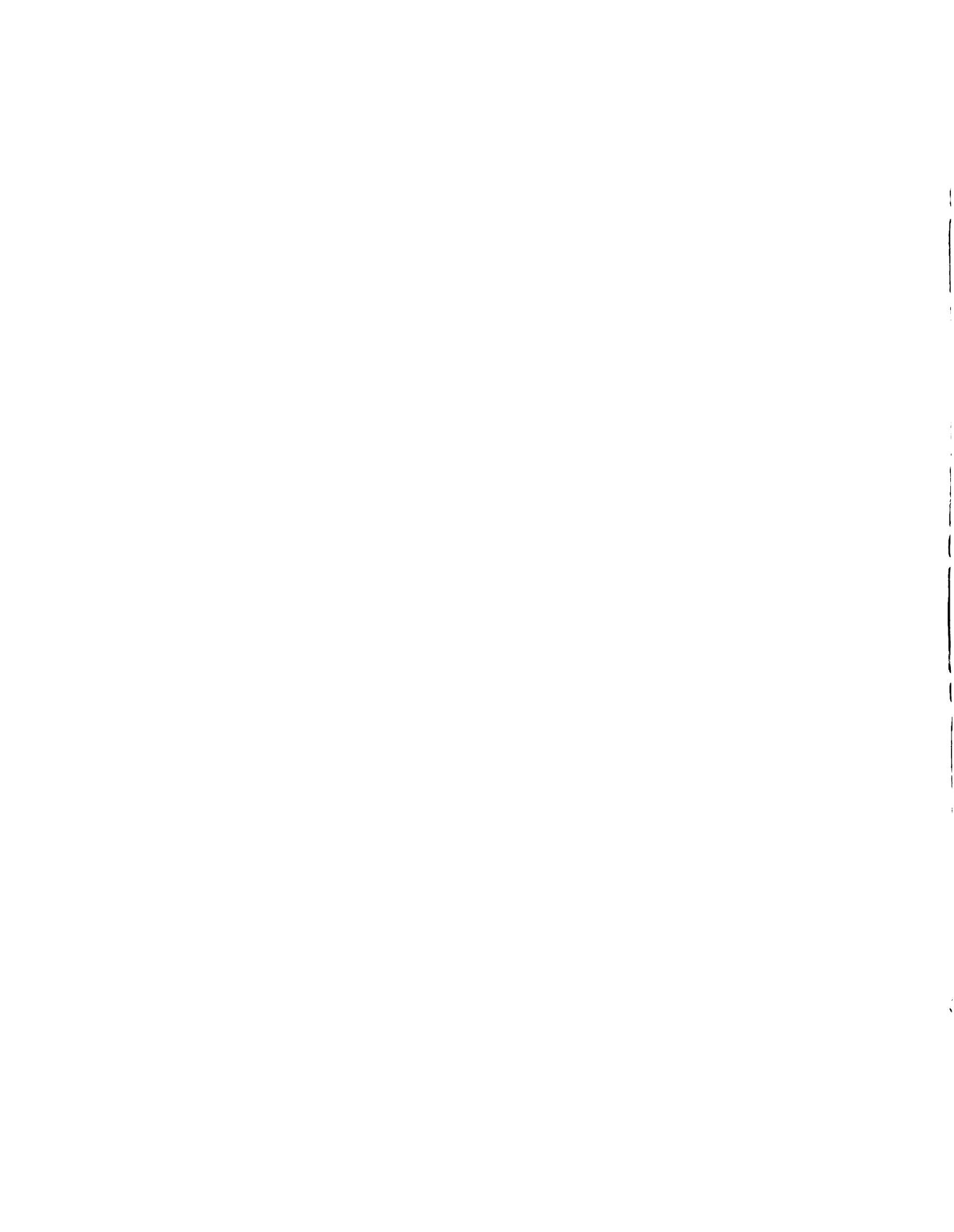| Number	Problem
	C. Part-time Student Trainees, EPDA (N = 24)*
4	Communication with school classroom teachers.
3	Teachers unprepared for trainee; do not know how to use one.
1	No acceptance by teachers.
1	College classes difficult.
2	Need loans or grants to continue education.
6	No problems.
7	No comment.
	D. Classroom Teachers--Full-time Student Trainees (N = 14)*
2	Lack of preparation-planning time with trainee.
1	Lack of background information on trainee.
1	Trainee confused by conflicts in teaching method advocated by classroom teacher as against college instructor.
2	Conflict with personality of the trainee.
1	Not enough trainees to meet teacher requests.
1	Trainee's unsure of the authority, inconsistent in exercise.
3	No problems.
3	No comment.
	E. Classroom Teachers--Part-time Student Trainees, Inservice Aides (N = 10)*
1	Communication with trainee.
1	Lack of job description of guidelines on use of trainees.
1	Lack of adequate supervision by college personnel.
1	Disparity between theory taught in college classes and practice in certain school structures.
1	Difficulty in determining balance between obligations to the school classroom and college studies on part of the trainee.
5	No problems.

TABLE C-2.--Continued.

Number	Problem
	F. Classroom Teachers--Part-time Student Trainees, EPDA (N = 42)*
2	Communication with trainee.
3	Lack of job description or guidelines on use of trainee.
6	Trainee weak in basic skill areas.
4	Absenteeism and tardiness.
2	Trainee unsure of authority in the classroom.
1	Lack of adequate supervision by college personnel.
3	Trainee weak in classroom discipline.
2	College classes not appropriate.
1	Evaluation of trainees inadequate.
4	Trainees not adequately screened.
1	Trainee's personal problems interfered with classroom obligations.
1	Trainee failed to follow through with directions.
3	Teachers unprepared to properly use trainees.
2	Lack of communication between college and classroom teachers.
1	Dropping aide after only one year of college course work.
1	Trainee left early for college classes.
1	College work load too heavy.
3	Phonics, math weak.
1	School administration.
	G. Building Principals--Full-time Student Trainees (N = 6)*
1	Lack of planning time with classroom teachers.
2	Trying to get enough trainees.
3	No problems.
	H. Building Principals--Part-time Student Trainees, Inservice Aides (N = 7)*
1	Human relations between teacher and teacher assistants.
2	Lack of professional attitude on part of trainee.
1	Aides pessimistic; try too much too soon.
1	No problems.
2	No comments.

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TABLE C-2.--Continued.

Number	Problem
	I. Building Principals--Part-time Student Trainees, EPDA (N = 15)*
3	Absenteeism-tardiness.
1	Communication with trainee.
2	Lack of adequate contact with college personnel.
1	Trainee unsure of self in classroom.
1	Trainee failed to follow through with program once started.
1	Conflicts in philosophy of education.
1	Inappropriate dress.
1	Trainee lacked ability to accept responsibility, suggestions, and constructive criticism.
2	No problems.
1	No comments.
1	Curriculum irrelevant.
	J. Administrators and College Instructors (N = 26)*
3	Human relations and communication between trainee and teacher.
1	Lack of planning time for teacher and trainee together.
2	Clear role definitions for trainee working with teacher.
3	Teachers knowing how to work with trainees.
1	Trainees leaving classroom early to attend college classes.
1	How to involve college students to work in a variety of schools.
2	Lack of scholarships to continue college training and education.
1	Aides trained separately have conflicts with teachers who have not been exposed to same inputs.
1	Teachers feel jobs are threatened by use of aides in classrooms.
2	Not enough college trainees for use in schools.
1	Low income aides working with middle-class teachers.

TABLE C-2.--Continued.

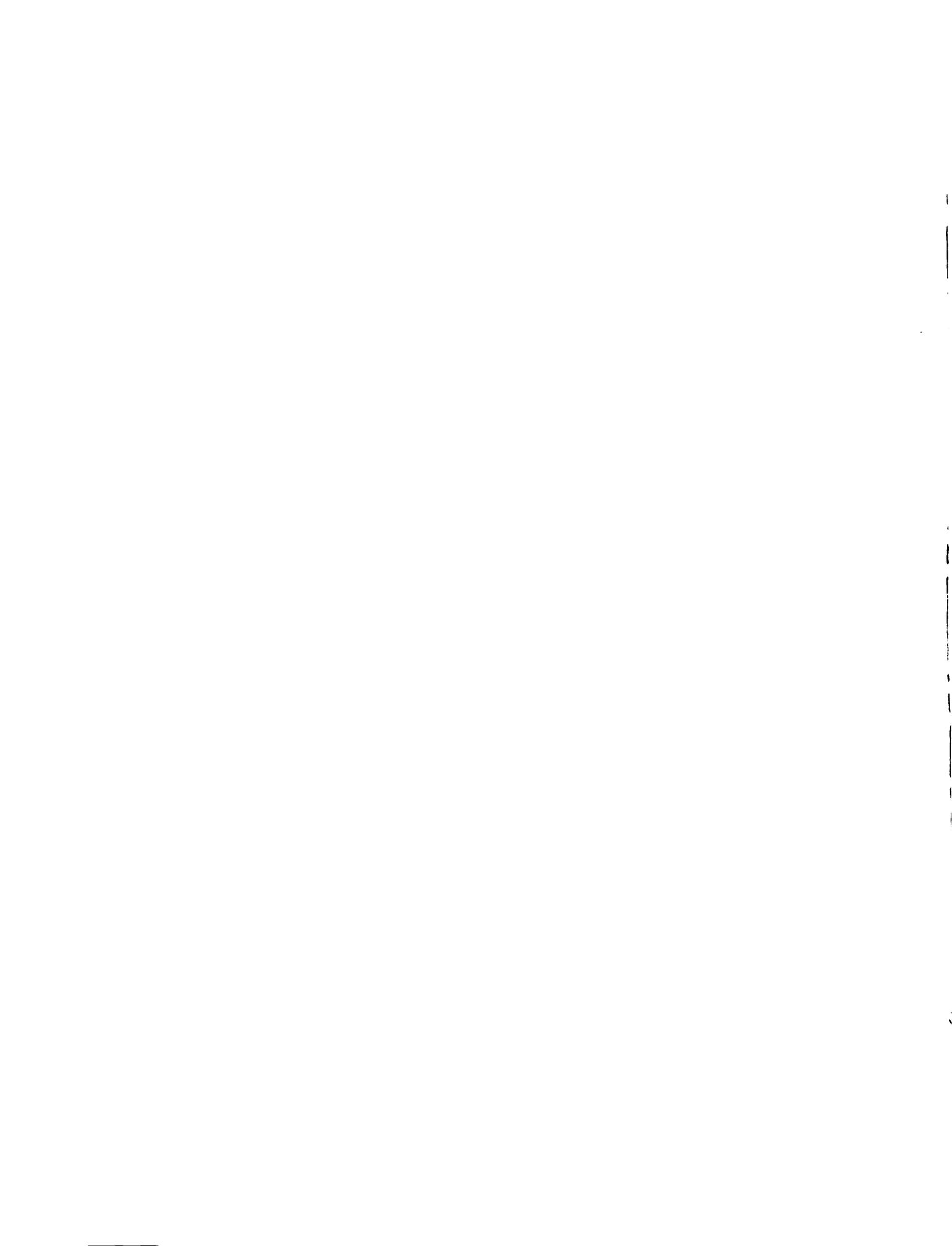| Number	Problem
2	Professionalism lacking somewhat--absenteeism and tardiness.
1	Student scheduling and follow-up data lacking.
1	No problems.
4	No comments.

*Some respondents made more than one comment.

TABLE C-3.--Suggestions for Improving Program Offered by
Each Referent Group.

Number	Suggestion
	A. Full-time Student Trainees (N = 25)*
6	Prepare classroom teachers and administrators on effective use of teacher aide or trainee.
3	More communication between the college and the schools.
1	Have teachers and aides take the same class on concerning aide role.
3	Clear guidelines and job descriptions on the role of trainee.
1	Match personalities of trainee and teacher to minimize conflict.
1	Get feedback on program and update it continually.
1	Obtain planning time for trainee and teacher to get together.
1	Increase supervision and observation from the college.
1	Increase practicum class time to discuss behavioral problems.
1	Strengthen curriculum by emphasizing basic skills and methods of teaching phonics, math, and reading to slow learners.
1	Stress value of program to new students intending to transfer to a four-year college.
1	Shorten Audio-visual classes.
1	Require that all students going into education take the program.
1	Have a refresher course for trainees who have graduated from the program.
1	Make classes more relevant.
1	Have students see admission director at school they will transfer to.
	B. Part-time Student Trainees, Inservice Aides (N = 11)*
1	Prepare classroom teachers on effective use of aides.
1	Strengthen curriculum by emphasizing methods of teaching phonics, math, and reading.

TABLE C-3.--Continued.

Number	Suggestion
1	Increase practicum class time to discuss behavioral problems.
1	More detailed information on record-keeping and grading.
1	Where possible, retain aide beyond one year in the same building.
1	Schedule more college classes at the end of the school day.
1	No suggestions.
4	No comment.

C. Part-time Student Trainees, EPDA
(N = 32)*

Number	Suggestion
4	Prepare classroom teachers on the effective use of trainees.
3	Obtain clear guidelines and job descriptions on the role of the aide for each grade level.
1	Strengthen curriculum by emphasizing phonics, Math, and reading and basic skills.
4	Obtain better human relations and communication with teachers.
1	Increase use of teacher aides in the classroom.
1	Increase teacher participation in the program.
3	Obtain financial assistance for trainees so they may continue education beyond one year.
2	Retain practicum teacher and social science instructor.
1	Have orientation and familiarization session when students first meet each other in college classes.
3	No suggestions.
6	No comment.
1	Not work on the day college classes are held.
2	Increase visits to schools by college supervisor.

TABLE C-3.--Continued.

Number	Suggestion
	D. Classroom Teachers--Full-time Student Trainees (N = 13)*
2	Obtain planning time for trainee and teacher.
1	Ensure a smooth match between personalities of teacher and trainee.
1	Increase communication between college and the schools.
1	Increase contact between the college supervisor and trainee.
1	Lengthen time trainee is in the classroom in the schools.
1	Ensure that aides are placed in academic areas where they feel secure.
1	Increase flexibility by allowing trainee to change schools, teachers, or grade level if desired.
1	Provide specific "brush up" courses in new math concepts and English grammar for those who have been out of school for a while.
1	Encourage trainees to ask more questions before starting on their own.
1	No suggestions.
1	No comments.
1	All good.
	E. Classroom Teachers--Part-time Student Trainees, Inservice Aides (N = 13)*
2	Provide clear guidelines and job descriptions on the role of the trainee.
1	Provide background information on each trainee.
1	Obtain planning time for teacher and trainee.
1	Permit trainee, at teacher's discretion, to see the child's file, in order to enhance understanding of child.
1	Increase communication between college supervisor, teacher, and trainees.
1	Extend training time in classroom for the trainee.
2	No suggestions.
3	No comments.
1	All good.

TABLE C-3.--Continued.

Number	Suggestion
F.	Classroom Teachers--Part-time Student Trainees, EPDA (N = 41)*
1	Obtain more planning time for teacher and trainee.
4	Provide clear guidelines and job descriptions on the role of the trainee.
3	Prepare classroom teachers on the effective use of trainees.
2	Increase teacher participation in the program.
2	Increase communication with the college supervisor.
1	Have teachers evaluate more often and use the information.
6	Require a more selective screening process in trainee selection.
4	Provide "specific brush up" courses in new math concepts, English grammar for those who have been out of school for a while.
2	Require that the college supervisor spend more time in the school classrooms.
2	Ensure an appropriate match between personalities of teacher and the trainee.
1	Ensure appropriate match of trainee to grade level.
1	Emphasize methods in phonics and math skills.
3	Make courses more relevant.
1	Allow teachers to observe a class to see what trainees are taught.
1	Get aides off Title I so they can be placed in all rooms.
1	Have trainee keep a file of learning activities and games in order to help slow learners.
2	Trainee should not become assistant until she is able and willing to do the work expected of her under the program.
3	Ensure standards of college are maintained.
1	Follow one trainee group through two years, instead of training new group for one year.

TABLE C-3.--Continued.

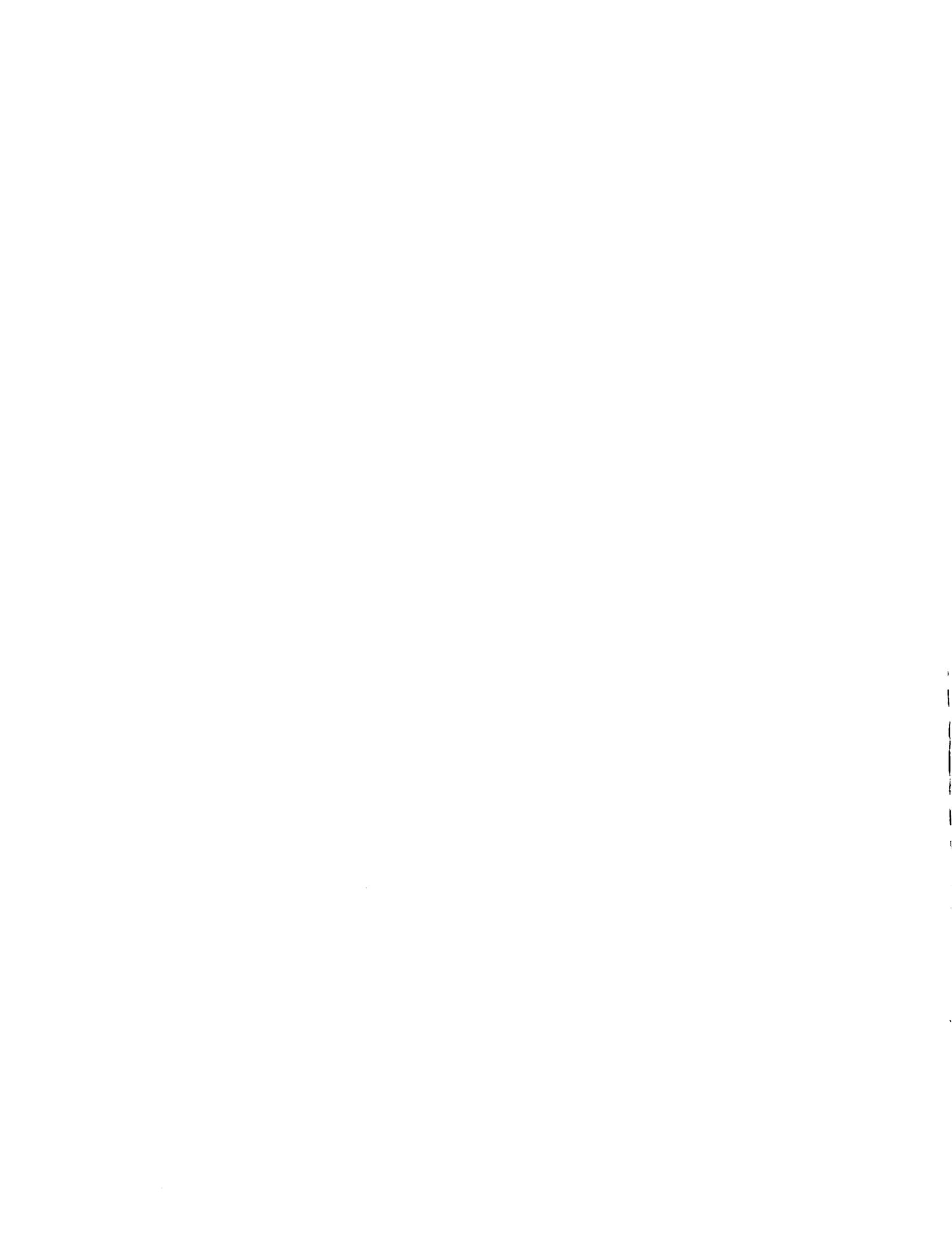| Number	Suggestion
	G. Building Principals--Full-time Student Trainees (N = 8)*
1	Obtain planning time for trainee and teacher.
1	Stress being punctual.
1	Increase communication and contact with college supervisor concerning placement of trainee and follow through.
1	Increase observation time by college supervisor.
1	Increase time trainee is in school classroom.
1	No suggestions.
2	All Good.
	H. Building Principals--Part-time Student Trainees, Inservice Aides (N = 10)*
1	Increase time trainee is in school classrooms.
1	Stress positive reinforcement concept of discipline.
1	Increase opportunity for feedback.
1	Emphasize human relationships.
1	Stress obligations attached to position.
1	Ensure selected trainees have an interest in children.
1	Continue and expand.
1	Increase teacher training.
1	No suggestions.
1	No comments.
	I. Building Principals--Part-time Student Trainees, EPDA (N = 8)*
2	Provide clear guidelines and job descriptions on role of trainee.
1	Increase contact with college supervisor.
1	Increase teacher participation in instructional planning and teaching.
1	Have the teacher and teacher aides attend all workshops together.
1	Increase communication with college instructors.
1	Stress importance of beong on the job every day.
1	Upgrade preparation of trainees so that they will better understand demands that will be made upon them.

TABLE C-3.--Continued.

Number	Suggestion
	J. Administrators and College Instructors (N = 35)*
4	Provide clear guidelines and job descriptions on the role of the trainee.
4	Prepare classroom teachers for effective use of trainees.
2	Provide an upgraded session on orientation to the schools.
1	Provide a planning period for teacher and trainee.
1	Provide follow-up information from trainees and teachers involved in the program.
1	Plan sensitivity sessions, including both teachers and trainees, early in the year.
1	Provide background information on each trainee for the teacher.
1	Increase communication and contact with college personnel.
1	Increase time trainee spends in the school classroom.
1	Provide specific "brush up" courses in basic skills, new math concepts, and phonics for "disadvantaged" trainees.
1	Develop teacher aide competencies and award credit when student performance reaches the appropriate level.
3	Include a Child Growth and Development course in the curriculum.
1	Less reliance on lecture method in college classes.
1	Admit a maximum of fifteen students to practicum classes.
1	Provide a partial contract for released time in the schools to coordinate the program.
1	Strengthen ED 101 by including puppets, finger play, and action rhythms.
1	Focus teaching on generic teaching skills. Possibly use MSU Clinical Teaching Module.
1	Emphasize professional attributes early in the program and follow through with checks and reminders.
1	Increase field trips to innovative schools.
1	Increase college student participation in the program.

TABLE C-3.--Continued.

Number	Suggestion
1	Ensure that trainees selected have a genuine interest in children.
1	Increase supervision of trainee.
1	No suggestions.
3	No comments.
1	Supply evaluations by cooperating teachers or coordinator of each aide for their programs folder. Include dependability, attendance, skills, weaknesses.

*Some respondents made more than one comment.

APPENDIX D

MATERIALS GIVEN TO INDIVIDUALS IN

REFERENT GROUPS
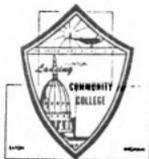
May 25, 1972

Dear

The enclosed questionnaire is designed to assist in the evaluation of
the Teacher Assistant Program. Permission has been obtained from the
Assistant Superintendent for Instruction, Dr. Robert J. Chamberlain,
and the Director of Elementary Education, Miss Grace Van Wert, to
distribute questionnaires to building principals and teachers con-
cerned.

The specific purposes of the questionnaire are: to learn to what
extent the program is perceived as meeting certain specific objectives;
to assist the instructors in the evaluation of the total program; to
gain new ideas and information concerning improvement of the courses
and other activities.

I would appreciate your cooperation in completing the questionnaire,
and returning it by June 6 or as soon as possible, using the attached
addressed envelope. I would be most happy to send you a copy of the
results of this survey as soon as it is completed.

Thank you for your assistance in this project.

Sincerely yours,

Aaron L. Steenbergen
Adviser, Teacher Assistant Program
Social Science Department

LANSING COMMUNITY COLLEGE

CURRICULAR GUIDE

Curriculum: Teacher Assistant, Elementary, Associate Degree
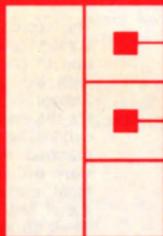   (Part III: Teacher Associate)

Curriculum Code: 114

BASIC PROGRAM

Course Number	Course Title	Credit Hours		Course Number	Course Title	Credit Hours
	Fall Term				**Fall Term**	
SPS 101	Orientation (Optional)	1		NS 101	Botany-Zoology	4
ED 150	Introduction to Education	3		HUM 201	Western Civilization I	4
ED 101	Curriculum Reinforcement	3		ENG 230	Intro to Eng. Lin.	3
ED 102	Curriculum Reinforcement	1		GEO 201	World Regional Geography	4
ED 201	Teacher Aide Practicum	3				15
SS 101	Social Science I	4				
ENG 121	Freshman English	4				
		18 (19)				
	Winter Term				**Winter Term**	
ENG 250	Masterpieces of Am. Lit.	3		FBS 212	Found of Bio. Science	4
ED 103	Curriculum Reinforcement	1		NS 102	Chemistry-Physics	4
ED 202	Teacher Aide Practicum	3		HUM 202	Western Civilization II	4
PSY 201	Introduction to Psychology	4		SS 102	Social Science II	4
ENG 122	Freshman English	4				16
		15				
	Spring Term				**Spring Term**	
MTH 200	Arithmetic Foundations	(5)		FPS 211	Found of Phy. Science	4
	or			SS 103	Social Science III	4
SPH 104	Principles of Speech	3		HUM 203	Western Civilization III	4
PSY 204	Educational Psychology	3		NS 103	Astronomy-Geology	4
ED 104	Curriculum Reinforcement	1				16
ED 203	Teacher Aide Practicum	3				
ENG 123 or 124	Freshman English	4			MINIMUM TOTAL..............94	
		14 (16)				

All practicum courses include one hour formal class meeting and approximately ten hours
directed field experience in the schools per week.

Students who eventually plan to complete a bachelor's degree in Elementary Education, should
discuss with a counselor: (1) additional required courses, (2) majors and minors, and (3)
admission requirements at four-year colleges and universities early in the academic program.

Students desiring to change their curriculum are required to consult with a counselor in
Counseling Services.

TEACHER ASSISTANT

LANSING COMMUNITY COLLEGE

APPENDIX E

TYPES OF SCHOOL PARAPROFESSIONALS

APPENDIX E

TYPES OF SCHOOL PARAPROFESSIONALS

MEMO #2   From the Paraprofessional Study-ESEA, III
           Wayne County Intermediate School District
           1500 Guardian Building, Detroit, Michigan 48226
           224-5595

Serving as a teacher aide is only one of many different types of school paraprofessional. The Paraprofessional Study has identified twenty-six positions which may help in understanding the concept of paraprofessionalism and how trained non-certificated persons can contribute to strengthening a school's educational program. Some positions may overlap; some may not be included, but these brief descriptions may sharpen your thinking about one educational practice offering short and long range solutions to some of our most pressing problems relating to staff practices and improved instruction.

The identification of positions must precede what is the second step: the identification of observable tasks to be performed by the paraprofessional, and step three: the fashioning of a curriculum for training paraprofessionals to carry out their assignments. The Paraprofessional Study is investigating these three steps.

---

1. **Classroom Aide**
   performs clerical, monitorial, and teacher re-enforcement tasks under the direct supervision of the classroom teacher.

2. **Audio-Visual Technician**
   inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; may also assist as a stage manager.

3. **School Counselor's Aide**
   performs clerical, monitorial, and counseling
   reenforcement tasks under the direction of the
   counselor.

4. **School Lunchroom Aide**
   supervises lunchroom according to school prac-
   tices during lunch periods; maintains order,
   helps children when assistance is needed, works
   with administration and teachers to improve
   procedures; supervises after-lunch playground
   or special activities.

5. **General School Aide**
   performs a variety of school duties as assigned
   by principal, assistant principal, or designated
   teacher; may assist at doors and in halls, office,
   bookstore, library, clinic, classroom, but is not
   assigned to a single station.

6. **School Community Aide**
   acts as a liaison person between the school and
   the community by informing parents of school and
   community services and by informing teachers of
   community problems and special needs.

7. **School Hospitality Aide**
   receives parents who visit the school and under
   the direction of the principal conducts the
   parent to where the parent may meet with a
   teacher; may also arrange for refreshments for
   teachers, parents, and for children.

8. **Departmental Aide**
   works in a particular school department (language,
   science, fine arts, etc.) to perform designated
   departmental tasks such as record keeping, in-
   ventories, attendance, supplies, marking ob-
   jective tests, etc.

9. **Library Aide**
   works under the supervision of the certificated
   librarian to assist in operating the school
   library. Shelving, filing, clipping, circu-
   lation, and book processing are some of the
   tasks to be performed.

10. **Testing Service Aide**
    works with professional testers in schools or
    regional centers to arrange for, administer,
    check, and record student test results.

11. <u>Teacher Clerical Aide</u>
    performs record keeping function, collecting,
    monitoring, duplicating of tests and school forms.

12. <u>School Security Aide</u>
    assigned by the principal to security tasks--
    doors, corridors, special events, lavatories,
    parking lot, banking of school receipts.

13. <u>After-School Program Aide</u>
    supervises, under the direction of the teacher,
    any after-school activities.

14. <u>Materials Resource Center Assistant (Program Learning
    Lab Assistant)</u>
    performs clerical, custodial, and monitorial
    functions in a material resource center or pro-
    gram learning laboratory.

15. <u>Special Talent Paraprofessional</u>
    has special talents to assist teacher in teaching
    art, music, and/or crafts.

16. <u>Special Skills Aide</u>
    assists teacher by having special skills in the
    areas of shop, homemaking, or speaking a foreign
    language (native Spanish speaker).

17. <u>Crisis Center Paraprofessional</u> (Opportunity Room)
    works with children who have problems of adjust-
    ment in the regular classroom situation.

18. <u>Playground (Recreation) Paraprofessional</u>
    works with teachers during the school day to
    assist with physical education activities.

19. <u>Reading Improvement Aide</u>
    assists reading specialist with basic and/or
    remedial instruction in a single school or
    group of schools.

20. <u>Special Education Aide</u>
    assists special education teacher in implement-
    ing instruction and activities for individual
    or groups of special education pupils.

21. <u>Speech Correction Aide</u>
    works with speech correction teacher to provide
    increased correctional services for pupils with
    speech problems.

22. Attendance Officer Aide
    provides assistance in dealing with attendance
    problems; may make home calls whose purpose is
    delineated by the attendance officer.

23. Bus Attendant Aide
    is employed at beginning and end of the school
    day to supervise loading and unloading of school
    buses; may be assigned to ride buses, especially
    those transporting very young children.

24. High School Theme Reader
    reads and checks class themes for those aspects
    of writing indicated by the teacher.

25. School Health Clinic Aide
    operates health clinic under direction provided
    by school nurse.

26. Laboratory Technician
    assists in school laboratories (language,
    science) under supervision of teacher; sets up,
    maintains, and operates equipment.

APPENDIX F

TABLE OF MEAN VALUES

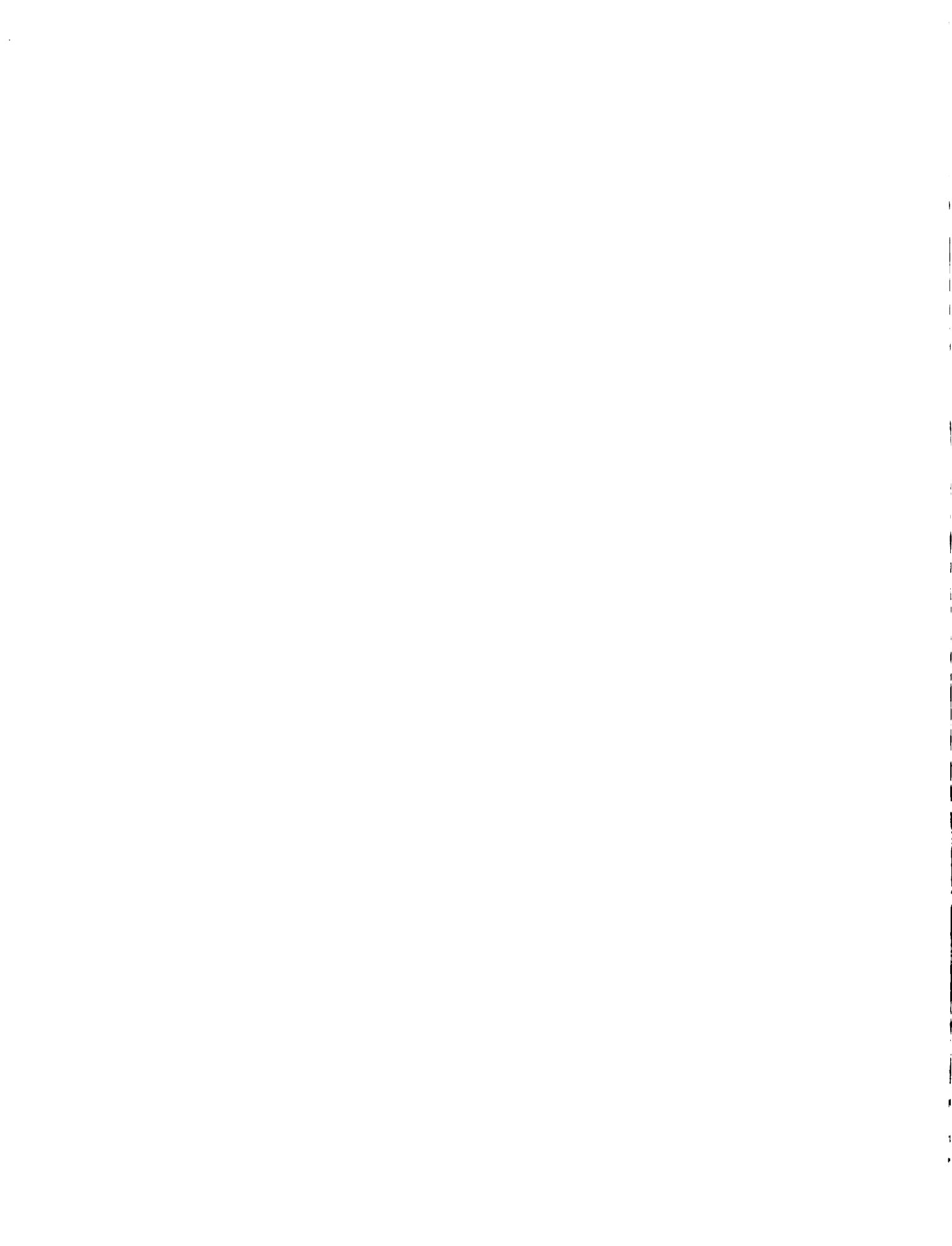TABLE F-1.--Mean Value Assigned Each Item, by Respondent Category.

Referent Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Number Responding	Number Not Responding
Full-time Student Trainees	.73	.66	.73	1.00	1.20	1.33	.80	1.40	1.40	.80	1.33	.46	.46	.60	1.00	2.00	.33	.66	.06	.33	.20	.86	.60	1.00	15	1
Part-time Student Trainees Inservice Aides	.55	.33	.88	.55	.88	1.44	.77	.88	.55	.88	1.00	.66	1.00	1.00	1.44	1.77	.22	.33	.22	.33	.22	.77	.55	.87	9	0
Part-time Student Trainees, EPDA	.33	.33	.54	.50	.70	.91	1.00	.82	.58	.58	.62	.54	.37	.39	.69	1.83	.26	.36	.17	.30	.17	.81	.52	.54	24	5
Classroom Teachers Full-time Student Trainees	.64	.57	.64	1.07	1.00	1.35	.71	1.28	1.28	.78	1.14	.92	.35	.64	1.78	1.42	.57	.78	.42	.14	.14	1.14	1.42	.42	14	1[a]
Classroom Teachers Part-time Student Trainees Inservice Aides	.70	.60	.80	.60	1.00	1.20	.40	1.10	1.00	1.00	1.50	.80	.33	.77	1.33	2.33	.50	.30	.30	.20	.20	.70	.70	.66	11	2[b]
Classroom Teachers Part-time Student Trainees, EPDA	1.00	1.18	1.18	1.25	1.51	1.62	1.14	1.44	1.07	.92	1.37	1.03	.74	1.07	1.62	1.37	.70	1.07	.44	.88	.44	1.22	1.77	.88	27	2
Building Principals Full-time Student Trainees	.00	.50	.66	.50	.66	1.00	.83	.83	.83	.83	.50	.16	.16	.33	1.16	.83	.33	.33	.16	.16	.16	.50	.83	.16	6	0
Building Principals Part-time Student Trainees Inservice Aides	.33	.66	.33	.66	.33	1.00	.66	1.33	1.00	.66	1.00	1.00	.66	1.33	1.00	2.66	.50	.50	.50	.00	.00	.66	1.33	.33	4	0
Building Principals Part-time Student Trainees, EPDA	1.36	1.20	.90	1.20	1.20	1.50	1.10	1.30	1.50	1.50	1.50	1.20	.90	1.30	1.80	1.00	.81	.63	.36	.50	.36	.90	1.45	.50	11	2[c]
Administrators and College Instructors	.52	.60	.69	.56	1.13	1.13	.65	1.17	1.00	1.00	.73	.65	.86	.52	1.08	.95	.60	.36	.39	.21	.26	.63	.47	.53	23	1[d]

[a] Respondent had not been with trainee for over a year and did not feel qualified to answer.

[b] Two respondents preferred not to answer because of emotional involvement with the trainee and felt they could not judge the program fairly.

[c] Responded but felt he should leave evaluation up to the teacher.

[d] Did not feel he was close enough to program and did not qualify to evaluate.