The 167 citations included in this annotated bibliography on the training of paraprofessionals and teacher aides are presented under the following headings: (1) General training (71 entries); (2) Training aides for specialized roles—preschool and elementary programs, home visits; aides for disadvantaged, adult education, special curriculum and media aides, and volunteers (36 entries); (3) Training specific persons as aides—the disadvantaged and the teenager (37 entries); (4) Career development programs (12 entries); (5) Junior college training programs (8 entries); (6) Bibliographies on training aides (3 entries). In addition to a descriptive annotation, each citation includes information as to the price and availability of the document (whether it is available from the ERIC document reproduction service—hardcopy and/or microfiche—or from another source). (JES)
PARAPROFESSIONALS AND TEACHER AIDES: AN ANNOTATED BIBLIOGRAPHY

Jean D. Grambs
assisted by Fran Mallory and others
ERIC Clearinghouse on Teacher Education

Published by
ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C. February 1970

Clearinghouse sponsors: American Association of Colleges for Teacher Education (fiscal agent); Association for Student Teaching, a national affiliate of the National Education Association (NEA); and National Commission on Teacher Education and Professional Standards, NEA.
Preface

This annotated bibliography is on paraprofessionals and teacher aides. In addition to those citations compiled by Jean D. Grambs, Fran Mallory and others of the ERIC Clearinghouse on Teacher Education selected additional documents from the Clearinghouse collection which are included in this publication.

Citations with "ED" numbers are available from the ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Md. 20014. Those citations with "EJ" numbers are not available through ERIC. The latter are articles which have appeared in periodicals and are listed in Current Index to Journals in Education, a publication of the ERIC system.

The Clearinghouse is pleased to present this bibliography because it is a valuable source of information for those interested in paraprofessionals and teacher aides and should help readers in their continuing efforts to keep abreast of this important topic.

Joel L. Burdin
Director

February 1970
About ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups—the American Association of Colleges for Teacher Education (fiscal agent); the National Commission on Teacher Education and Professional Standards of the National Education Association (NEA); and the Association for Student Teaching, a national affiliate of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

Scope of Clearinghouse Activities

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision-making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and inservice preparation of school personnel and the profession of teaching.
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A. GENERAL TRAINING


Course objectives and content outlines are presented for 15 curriculum areas including social science, elementary science, math, reading, library skills, audiovisual instruction, clerical skills, and others. The four-week workshop trained 40 paraprofessionals as classroom assistants, clerical assistants, and such specialists as aides to work with speech handicapped students.


This publication discusses the role and function of a teacher aide by raising some of the many questions asked by school personnel on utilization of auxiliaries. These questions are: 1. What jobs may aides do and what should they not do? 2. How should they be selected and by whom? 3. What training should they have, both preservice and inservice? 4. What attitudes should teachers have about aides? 5. How is the teacher aides' contribution to the education program to be evaluated?


This circular discusses training, selection, recruitment, salaries, and employment practices in 200 school systems.


This chapter extensively reviews efforts that are being made to maximize teacher efficiency through the use of support.

Anderson discusses a six-week summer program held September 1967, utilizing paraprofessionals as a preparatory and trial period for a systemwide program to recruit, train, and employ auxiliary personnel in the city schools.


Articles in this booklet by teachers, program directors, etc., in several schools and universities give practical pointers on ways of finding, selecting, training, and using aides. Special attention is given to identifying aides and educating them for their tasks.


The 1966 Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff centered on the teacher as the focal point in the educational process, giving primary attention to identifying the roles of paraprofessionals and administrators and their responsibility and relationship to the classroom teacher. This report outlines issues discussed at the conference, gives the rationale for introduction of aides into the classroom, offers comments on the selection and utilization of aides, and discusses possible blocks to reorganizing staffing patterns. Included also are specific recommendations for action to the national and state Departments of Classroom Teachers, the local associations, and local school systems.


This document reports on a series of institutes to prepare teacher aides for employment in Maine schools; provides guidelines for the use of aides including purpose for employment, types of responsibilities aides assume, qualifications, school district responsibilities to the aide, and legal responsibilities of aides; presents recommended duties of aides; and suggests a course outline for aide preparation.

Divided into three parts containing discussions with supporting exhibits, this resource manual provides guidelines for the administrator (Part A), the classroom teacher (Part B), and the teacher aide (Part C) for planning and implementing a teacher aide program.


The guide describes illustrative filmed episodes and suggests questions for trainers and possible implications for team training. Possible uses of the film, as in group discussion, role playing, and video taping, are outlined.


This document is the final report on a study of auxiliary school personnel conducted for the Office of Economic Opportunity. The report includes an in-depth analysis of five continuing programs on auxiliary utilization.


This paper contains discussions and recommendations regarding the training of school personnel to work as teams. The purposes of team training are discussed and training objectives are listed.


A program designed to use and train aides as substitute teachers at Belmont, a Baltimore elementary school, is presented. Described are training sessions focusing on attendance, recordkeeping, use of audiovisual equipment, and the philosophy of elementary education in Baltimore schools. The author also discusses personal care, classroom visiting, and problems faced by the substitutes.

In this article, Branick presents Altoona, Pennsylvania's one year on-the-job training program for teacher aides, briefly describes selection procedures, outlines requirements in terms of ability, presents a five-point rating scale, and discusses the salary of aides.


This evaluation report presents a review of findings for 1967-68 of a program to study the use of teacher aides for their economic efficiency and better utilization. A description of the data collection procedures and analysis of data is included.


Procedures contributing to the success of teacher aide programs in 100 Michigan schools are described.

Cheuvront, Robert F. The Use of Teacher Aides in Colorado. Denver: Colorado Department of Education, September 1968. 29 pp. Publisher's Price: $0.75. ED 024 654. EDRS Price: MF-$0.25; HC-$1.55.

The Colorado Board of Education presents a positive position statement of the use of teacher aides including suggestions for preplanning, recruitment, selection, placement, preservice and inservice education, and possible functions of teacher aides.


Clement discusses the use of teacher aides; suggests that a differentiation of professional, semiprofessional, and paraprofessional roles would raise the level of teaching; includes a discussion of a team approach, some recruitment suggestions, and arguments against the use of aides.

One of a series on community action programs, this pamphlet assists in planning and developing programs for selecting and training aides. It includes a survey of training programs, sources of further information, funding information, and general requirements for grants.


The purpose of this summary is to evaluate the effectiveness of the pilot program in identifying, developing, and defining the role of the teacher aide, and in identifying effective training methods for teacher aides.


This article contains an evaluation of teacher aide programs, includes results of a questionnaire indicating approval of aides, provides suggestions for starting a program, and gives comments by teachers objecting to aides.

Dady, Milan B. *Auxiliary Personnel Programs for Rural America.* Morehead, Ky.: Morehead State University, 1968. 90 pp. ED 026 338. EDRS Price: MF-$1.75; HC-$4.60.

This manual, designed for educators in rural schools, presents recommendations for recruitment, selection, training, and utilization of auxiliary school personnel. A selected bibliography is included.


The purpose of this study was to determine the parameters of the teacher aide's role in order to better utilize auxiliary personnel in a school situation. The report defines the roles, functions, and responsibilities of teacher aides, and discusses recruitment, selection, qualifications, and assignment of aides.

This publication evaluates the effectiveness of the Detroit Pilot Program To Train Teacher Aides in identifying effective aide training methods, and in identifying, developing, and defining the role of the aide.


Reporting on the progress of the Comprehensive School Improvement Project, this bulletin reviews the purposes and assumptions which led to the development of the teacher aide program; discusses pertinent facts about background, training, and duties of aides employed in the program; and lists recommendations for future development. A selected reading list is included.

Ferver, Jack C., and Doris M. Cook, editors. *Supplementary Materials for Teacher Aide Training Programs.* Madison, Wis.: University of Wisconsin, Center for Extension Programs in Education (in cooperation with the Upper Midwest Regional Educational Laboratory), 1968. 129 pp. Publisher's Price: $2.00. (Available from University Extension Bookstore, The University of Wisconsin, 432 North Lake Street, Madison, 52706.) ED 024 462. EDRS Price: MF-$0.75; HC-$6.80.

Material in this handbook was prepared for administrators and instructors of teacher-aide personnel to assist in dealing effectively with expanding recruitment, training, and utilization of paraprofessionals in education. Chapters in the handbook deal with specifics and provide helpful suggestions for implementing a teacher aide program. Supplementary to the handbook are instructional materials for use in teacher-aide training programs. These materials were used by instructors in a pilot program from which this handbook was developed.
Findley, Dale. Teacher Aides: A Status Report. Terre Haute: Curriculum Research and Development Center and Educational Development Center, Indiana State University, November 1968. 40 pp. Publisher's Price: $0.50. ED 026 295. EDRS Price: MF-$0.25; HC-$2.10.

This report first presents a general account of current thinking on teacher aides. The second section reports on the data from a survey of 63 school corporations in western Indiana and eastern Illinois which were questioned about functions of aides, financing programs, characteristics and qualifications of employed aides, and the need for the development of training programs. Tables and an annotated bibliography are included.


Statistics are presented on the increased use of teacher aides in the past five years. The author gives examples of projects funded under the Elementary and Secondary Education Act showing that more aides than teachers were hired and concludes with suggestions for better utilization of teacher aides.


The author reviews the literature and cites several authors on the topic of nonprofessionals in education, provides an historical background in the field, deals with the rationale and problems of using aides, and discusses educational requirements and training as reflected in the literature.


Types of persons engaged as teacher aides and the variety of duties performed are described. The author discusses tasks that Mrs. A. does and how she feels about her position, describes Mrs. B. as being dissatisfied with her role while Mrs. A. is satisfied with her role, describes Mrs. C. as a center city mother.
Herman, Wayne L. "Teacher Aides: How They Can Be of Real Help." *Grade Teacher* 84:102-03; February 1967.

Herman presents lists of suggested tasks, already tried in schools, which ease a teacher's load without conflicting with classroom instruction. He divides the list into two parts: 1. routine jobs requiring no instructional skills, and 2. more advanced duties involving some instructional responsibility.


This Guide investigates the expanding role of teacher aides as reflected in the literature; defines teacher aides in terms of functions; deals with the relationship of teachers and aides on questions of rapport, orientation, and career development planning; provides answers to some questions about certification; and suggests readings in the field.


The question of appropriate duties for teacher aides are raised by two North Carolina professional education organizations. The organizations acknowledge that teachers' responsibility in directing the learning experience should not be delegated to aides and suggest that the non-professional could be involved in supervising nonlearning situations, i.e., bus duty, money collections.


This publication provides summary data on the experiences of on-going auxiliary programs in Ohio. The authors made on-site visits to 14 school districts selected on a random basis and observed auxiliary personnel in the following situations: high school; middle school; remedial reading labs; migrant worker programs; elementary, kindergarten and Head Start programs; library and slow learner classes. The observations are presented as a summary of what was found to exist in the school districts.


Focusing upon the inservice team training of school personnel for effective cooperation when auxiliaries are introduced as members of the educational team, this training guide presents institutional setting, concepts of adult learning, training processes, descriptions of two experiential approaches to training, and evaluation procedures. A glossary of terms, bibliography for trainers, reports of programs, and a design for a state work conference on auxiliary personnel are included.

Milwaukee Public Schools. *General Guideposts for Teachers and Teacher Aides*. Milwaukee: Orientation Center Program for Immigrant and Transient Children, Division of Curriculum and Instruction, Milwaukee Public Schools, April 1966.

General guidelines given to teachers and volunteer classroom aides in Milwaukee Public Schools are presented with a stress on role development as a tutor (individual or small groups) to individualize the learning process and to encourage higher motivation in students.


This document presents an evaluation of the 1966-67 school year programs utilizing teacher aides; offers a general descriptive overview of the program and statistical information on distribution and utilization of aides; describes aides' participation in the program; provides a breakdown of a questionnaire indicating aides' aspiration levels; analyzes aides' duties in the schools; and reports in detail on an experiment to determine if teacher aides can be used effectively to help develop reading readiness in kindergarten children.


The objectives of the 1967 Minneapolis Teacher Aide Program are to give teachers more time to teach, to assist teachers in routine duties, to form a school-neighborhood liaison, and to give children an opportunity to relate to other adults. The program gives an evaluation by participating and nonparticipating teachers, criteria for assignments of aides, specific job functions performed by aides, and recommends maintaining flexibility, securing male aides, and securing salary advancements.
Guidelines are given for optimum utilization of aides as prepared by the
Minnesota State Department of Education. The department suggests the
necessity of determining the nature of teacher aide duties in setting up
a program and that housekeeping and clerical duties are appropriate. It
states that aides may not assist in teaching tasks because of noncertifica-
tion.

"More Schools Recruit Nonprofessionals To Ease the Load on Teachers."
Virginia Journal of Education 56:10,38; April 1963.

This is a brief report about aides that grade themes, type reports, take
attendance, work as locker room supervisors and hall patrolmen. It
includes an objection to the use of aides by some teachers who believe
that aides lead to a breakdown in the traditional relationship between
pupil and teacher.

Morgan, Vinona L., and Patricia H. Greene. Child Care and Guidance: A
Government Printing Office, 1967. 59pp. Publisher's Price: $0.40
(order number FS 5.287:87021). ED 016 169. EDRS Price: Not available
from EDRS.

The authors offer help to persons developing training programs for teacher
assistants in child care and guidance; describe a two-year course of study;
discuss 11 program objectives; outline administrative problems, goals for
students, and teaching methods to achieve these goals; list books, arti-
cles, pamphlets, films, and periodicals useful for training programs;
include in the appendixes a course outline, a questionnaire from former
students, suggested inexpensive equipment, a program cost breakdown,
and a glossary of terms.

National Education Association, National Commission on Teacher Education
and Professional Standards. Auxiliary School Personnel: A State-
ment by the National Commission on Teacher Education and Profes-
Publisher's Price: $0.50 (stock number 381-11794). ED 012 700.
EDRS Price: Not available from EDRS.

This statement contains suggestions on the practical aspects of the
utilization of auxiliaries -- selection, recruitment, qualifications, duties,
costs, and evaluation; gives some professional attitudes toward auxilia-
ries; contains certain cautions and possible benefits from their use; and
states the NCTEPS position on the utilization of auxiliaries.
This document provides descriptions of seven programs which illustrate involvement of a cross-section of educational institutions conducting paraprofessional programs including junior colleges, universities, public schools, and privately run community schools. The descriptions include paraprofessional work activities, career advancement systems, inservice training designs, and college curriculum for paraprofessionals. Several of the project reports describe funding solicitation and negotiations, and major issues contributing to the success of the programs.


This research bulletin reports on the use of teacher aides in school systems with enrollments of 6,000 or more pupils. The data are confined to all nonprofessionals who relieve regular teachers of non-teaching duties. The report lists school districts by states, number of aides by school level, number of paid and volunteer aides and source of compensation. Data presented in this memorandum were included in 1968-69 salary schedule documents received by the NEA Research Division for use in its annual salary schedule studies.


The directory provides information (from 45 states, Canada, Canal Zone, and Puerto Rico) about existing and projected programs in 203 two-year colleges and in 139 senior colleges and universities. Entrance requirements, tuition, and brief program descriptions are provided.


Through personal interviews and a systematic examination of available literature, the author presents the results of an investigation of teacher aide programs in the San Francisco Bay area. The report includes information on aide utilization, and strengths, criticisms, and recommendations for the program. A 36-item bibliography is also included.

These guidelines are designed to provide recommendations and assistance to school districts developing programs for auxiliary personnel and provide a basis for assessment in districts already employing auxiliary school personnel.


Using materials and information gathered from on-site visits to school systems across the country, the author presents positive and negative aspects for the use of teacher aides as issues for discussion including basic rationale, recruitment, selection, qualifications, duties, and the future use of auxiliary school personnel. She also discusses current teacher attitudes toward teacher aides.


The author presents a letter to a teacher raising the question of what to do with a teacher aide; shares thoughts about the problem of the use of a teacher aide; suggests that aides need acceptance, and that it is the teacher's role to help the aide feel at ease; claims that a definition of duties is necessary, and that cooperative planning between teacher and aide can be very helpful to both.


A "how-to" approach to effective staff utilization in public schools is provided. Included are useful material and information for educators planning to initiate a differentiated staffing pattern.

"Plans from Wilmington, Delaware, for Using Teacher Aides." Instructor 78:60-62; February 1969. EJ 001 245.
A four-week institute was held at Shepherd College to provide an indepth study of new educational roles and relationships and to acquaint teachers and teacher aides with new principles and procedures for improving learning conditions. Teacher aides, teachers, and principals participated in the institute which was geared to each group's needs in its particular role. The handbook developed for use by the participants contains curriculum materials developed for the institute, career development information, and a career ladder model.

Riessman, Frank. *It's Time for a Moon Shot in Education.* New York: New York University, New Careers Development Center, October 1965. ED 013 777. EDRS Price: MF-$0.25; HC-$0.90.

Riessman defines techniques that aides can employ thereby relieving the high school student-teacher ratio; suggests techniques such as the dialect game, the helper principle, and role-playing.


The author presents problems related to introduction and training of nonprofessionals in various structures; proposes new approaches to on-the-job training and coordination of training and supervision; discusses problems related to role ambiguity; and offers recommendations relating to the group interview in the selection of aides, the formation of nonprofessional groups, and the development of career lines.


It is suggested that aides be utilized to facilitate restructuring of school staff responsibilities to relieve teachers of many routine tasks, thus providing them with more time to teach. Specific recommendations are made regarding the role and function and the training and preparation of aides. Teacher aide relationships and utilization of aides in large school systems are discussed.

---. "Here Are 14 Ways To Use Nonteachers in Your School District." *Nation's Schools* 76:42; December 1965.

Fourteen positions which can be filled by nonteaching personnel are listed.
The author discusses functions, training, and utilization of child care workers, home visit aides, lay readers, and other paraprofessionals.

Rittenhouse, Carl H. *An Interpretive Study of the Use of Paraprofessional Aides in Education.* Menlo Park, Calif.: Stanford Research Institute, 1969. 96 pp. ED 032 294. EDRS Price: MF-$0.50; HC-$4.65.

The purpose of this study was to examine research and develop findings in the area and to interpret, summarize, and comment critically on the work in order to provide information that will be useful to any school district wishing to initiate a teacher aide program or to alter an existing one. Areas of study include: roles and functions of teacher aides; career development; recruitment, selection, placement, and reassignment; training programs; evaluation and job performance; and information on funding and administration of aide programs.


This article describes the observation rating scale form designed for the evaluation of the performance of nonprofessionals and teachers, lists observational variables, and discusses the rating score.


A one-week workshop for teacher aides from 13 Minnesota towns is discussed. The article includes activities at all grade levels; emphasizes the increasing effectiveness of teachers in the classroom; and evaluates the program as being successful for both aides and the staff personnel.


This is a one-week training package for the development of necessary leadership skills to create an effective administrative team.
This kit, a detailed program for the training of teacher aides, contains an administrator's manual (with scheduling and planning techniques), a trainer's manual (training curriculum outline), a Teacher Aide Programmed Instruction Skill Series (with sections on supervisory and machine skills), a Teacher Aide Audio-Instructional Narrative Casebook, the world of the new teacher aide, and a teacher aide discussion paper series intended to deal with problems pertinent to both teacher and aide such as: learning about learning, how children learn, how the schools are changing, how to bridge the gap between the school and the community. It also suggests day-by-day guidelines and plans for the training process of the aide in a team situation.


The purpose of this preliminary report is to present tabulations of responses received from an instrument mailed to 258 teacher aides to determine the present status of teacher aides related to education, experience, selection, training, and duties. This survey gives a basic picture of the status of the teacher aide in South Carolina.


This report, which grew out of a conference aimed toward acquainting educators with the correct utilization of auxiliary school personnel, contains conference speeches and descriptions of on-going teacher aide programs.


This article describes a publication developed for the training program at the Supplementary Education Center in Pearland, Texas, "A Study Guide for Classroom Teacher Aides." The article lists in partial form the functions and responsibilities grouped as follows: classroom climate for learning, instructional-related responsibilities, administrative and clerical tasks, and pupil supervision.

The program reports the role sensitivity approach to training aides in model schools of Washington, D.C., conducted by the Washington School of Psychiatry; explores the goal to develop effective methods of training teacher aides to work in elementary schools attended by children from low income families; discusses the advantages to the children and teacher when another person is in the classroom who can relate directly to the children; explains recruitment, selection, the training content and remedial help for aides; discusses enthusiasm of aides about the training program and gained insight into the dynamics of interpersonal relations; and concludes that the carefully selected and then trained aide can enhance the children's self-image and school attitude and can reduce the teacher's workload enabling her to spend more time teaching.


A study of the contributions of paraprofessionals and their recruitment, selection, training, and functions identifies the following needs: 1. to alleviate teacher shortages; 2. to improve career opportunities; 3. to institutionalize training programs for nonprofessionals as well as the professionals with whom they work; and 4. to strengthen school-community relations.


These guidelines give the basic objective for the employment of teacher aides in Utah, define the roles of professional and auxiliary personnel, and provide information on classification duties, qualifications, selection, training, evaluation, and legal status of aides in Utah public schools.


Part of a kit to train teachers and auxiliaries, this film strip guide is a tool to enhance team interaction through analysis of a case study. Themes of team interaction, learnings by team members, and possible uses of the film strip are outlined. Suggested questions for auxiliaries and teachers in group discussion are included.
B. TRAINING AIDES FOR SPECIALIZED ROLES

1. PRESCHOOL


This document offers recruitment and selection criteria, qualifications, training, and descriptions of duties and responsibilities for the preschool and kindergarten trained assistant and trained aide.

Gilkeson, Elizabeth C. "Kindergarten Close-up; How To Help an Assistant Help You." Grade Teacher 83:48-49; March 1966.

The author illustrates and describes situations in a kindergarten class as an aide begins her first assignment; includes a dialogue between teacher and assistant; and indicates the sharing of difficulties, learning, and planning.


In this report, the author discusses a project to train unemployed youth as aides and to develop training materials; discusses training models, selection criteria, and evaluation; describes a 16-week training institute and its findings; and recommends the continued use of paraprofessionals with provision for inservice training and additional educational opportunities.


This introductory training unit presents concepts important in working with Head Start children in specific learning episodes which are videotaped and analyzed. Guidelines for classroom control while creating a favorable climate for learning comprise a major section of the paper.

This is a brief orientation instrument to be used in conducting preservice teacher aide training programs. Three broad areas of aide functioning serve as the rationale for training: the learning environment, child development and activity-related duties, and clerical work.

2. ELEMENTARY PROGRAMS


This is an outline of topics for a children's aide training program. Included is information on the function, duties, qualifications, and compensation of teacher aides.


The positive values of employing teacher aides who perform more than clerical functions in the classroom are emphasized. A selection procedure and duties are suggested, and the author points up the need for an inservice training program for aides.

Franklin Township Public Schools. Teacher Aide Program for First Grade Classes. Somerset, N.J.: Division of Instructional Services, Franklin Township Public Schools, 1968. 28 pp. ED 028 141. EDRS Price: MF-$0.25; HC-$1.50.

This outline indicates areas of emphasis and sequence for developing a teacher aide training program. The document includes information on recruitment and orientation, program scheduling and curriculum, guidelines for teacher aides, and responsibilities and functions of teachers and administrators working with aides.


An account of methods of working and communicating with a first grade parent aide is given.

This is a final report of a research and development project held at Val Verde Elementary School in an effort to develop a model for teaching and administration in elementary schools, particularly those schools having large numbers of disadvantaged students.


This article describes the introduction of aides into West Virginia elementary school classrooms. It suggests the need for a good introduction of the plan by principals, the training of aides, the preparation of professional staff for working with aides, careful selection of aides; and evaluates the aides as a tremendous value because of their connections with the community.


The issue supports the concept of utilization of auxiliary personnel in the elementary school with 13 articles focusing on the concept of auxiliary personnel; also discusses who auxiliary personnel are, selection criteria of auxiliary personnel and their training needs; and suggests work to be done to prevent the use of aides as a gimmick.


This proposed program will train assistants to teachers, psychologists, and other professionals in agencies and organizations concerned with small children, both normal and exceptional. A proposed curriculum is included.

3. HOME VISITS


This program trains the mother in the combined role of parent educator and teacher aide and trains the teacher in the use of an aide. Home visits by the parent educator under the supervision of the teacher train mothers in furthering the education at home of their children; a basic element in the model is the upgrading of the aide to carry on the necessary tasks of classroom observation, curriculum planning, and home visits.
The aims of the institute—for teachers aides, and parent educators to learn to work together, to have a common language, to have a common understanding, and to establish communication patterns—are accomplished through a blend of curriculum development, classroom observation procedures, and parent education in one program. The complete schedule for the two-week institute is included.


Notes and recommendations are made on the use of teacher aides for home visiting in order to follow up on the needs of children. A description of how learning and sharing occur between teacher and aide is included.

4. AIDES FOR DISADVANTAGED


This program is designed primarily for students who plan to become teachers in schools with large numbers of disadvantaged children and youth. The freshmen students will be admitted directly to the school of education. Formal education courses will be replaced by supervised field experiences in which students will act in the schools as tutors, teacher aides, teaching assistants, and student teachers while studying for a bachelor of science in education degree. The proposal contains background information and program objectives; outlines course requirements offered by the college of liberal arts and science and the school of education; discusses selection procedures; and includes information on administration and staff organizations.


This article reports on the Pittsburgh Team Teaching Program utilizing team mothers and describes the duties and the inservice training program for the mothers.

This program has a two-fold emphasis: to provide tutorial help to individual students in reading and in English as a second language, and to share the volunteers' backgrounds and talents with pupils from culturally deprived areas or children who are handicapped in school achievement because of foreign language backgrounds. This study reports on the structure and services offered by the 10-year-old program.


A syllabus for training teacher aides for preschool programs on Indian reservations is offered. Discussed in the handbook are rationale, methods for understanding young children in terms of guidance and learning patterns, program planning, and directions on use of audiovisual material.


The purposes of the proposed 1969 summer program to train elementary school teachers (K-3) who are native speakers of Spanish to teach bilingual children and bilingual teacher aides are to improve their own language skills and teaching skills, and to increase their knowledge of language, culture, bilingualisms, and the problems of the bilingual learner. Appended are two workbooks produced jointly by the teachers and teacher aides participating in the workshop. A bibliography of bilingual materials (in English and Spanish) is also included in this report.


This book reports the role sensitivity approach to training aides in model schools of Washington, D.C., by the Washington School of Psychiatry. It explores the goal to develop effective methods of training teacher aides to work in elementary schools attended by children from low income families.

5. ADULT EDUCATION

This report describes a workshop, held by Cleveland College and the public school system, to develop better classroom communication and more intensive learning situations for disadvantaged adult students; describes the participation population, selection of aide population and teacher population; presents the scope of training; and states that in classes with aides more individual help was given to the pupil, and that teachers felt they could handle larger classes with the help of aides.


A training project enables 24 poor people to provide educational experiences to 700 adults in six urban ghettos in New Jersey. The authors discuss training methods of bringing adult education to residents of low income areas and of testing capabilities of three training resources. They also discuss trainees.

6. SPECIAL CURRICULUM AND MEDIA AIDES


This article reviews the use of teacher aides in special education classrooms, discusses the current role of aides and their current functions, projects the possible use of aides in assisting with instructional tasks, and includes discussion of current research.


A realistic view is given of the audiovisual aide's duties and functions and participation as a member of a team. A training program is available from author at Benjamin Franklin Middle School, 165 Flax Road, S. Norwalk, Conn. 06854.


A program at Andrew Hill High School in San Jose, Calif., is geared to increasing quantity and quality of written material prepared by students in English classes. The author states that lay readers and teachers met to agree on common standards for grading and time schedules. A mimeographed guide to the program with instructions for teachers and lay readers is included along with a report of common grade symbols adopted.

A report of a two-week institute in music for 19 teacher aides is given. It includes the use of phonograph records, group singing, classroom instruments, rhythmic dance and the relationship of music to acoustics, sociology, art and geography. It also offers suggestions for aides and trainers.


This is a description of specific objectives of a project to employ classroom aides in home economics classrooms in secondary schools which have large concentrations of culturally disadvantaged pupils. The report includes a study of the population served, a description of the project in operation, a discussion and evaluation of data collection procedures, and a review of the results of analysis of data.


University of Bridgeport. *Institute for the Pre-service Training of Media Aides.* Bridgeport, Conn.: the University, August 11, 1969. 47 pp. ED 032 243. EDRS Price: MF-$0.25; HC-$2.00.

The proposed program will provide preservice training for media aides. The participants, many of whom are members of minority and culturally disadvantaged groups, will be taught the role and function of a media aide which includes scheduling, distribution, preparation, production of materials, and operation of equipment. The proposal outlines the need and objectives for the program and describes the program's organization and training methodology.
7. VOLUNTEERS


EDRS Price: Not available from EDRS.

Roles and responsibilities of volunteer aides, examples of services performed by volunteers in school districts throughout the country, and recruitment and retention of volunteers are discussed.


The author reports on the use of volunteer library committee chairmen in Darien, Conn., elementary schools who supervise a volunteer staff performing clerical and desk roles. She states that the chairmen were trained in standard library procedures in eight sessions.


This Guidebook describes specific problems of the disadvantaged reader; clarifies goals of volunteers; suggests ways to solve and understand some of the problems of this reader; presents a possible procedure for the first meeting of student and volunteer; suggests activities, methods and materials, ways of helping children read with understanding, and appropriate books for remedial teaching; and includes evaluation procedures.
C. TRAINING SPECIFIC PERSONS AS AIDES

1. TRAINING THE DISADVANTAGED AS TEACHER AIDES


This article discusses an adult education course to train women from poverty backgrounds to work as teacher aides and presents course content and activities and skills needed to help teacher and pupil.


Some pitfalls that the New Careers movement faces are discussed, such as jobs being dead-ended; only certain types of jobs being open to the poor; many jobs being merely "made work," not meaningful or necessary work; and jobs being set at a low salary scale. This article stresses the need for training supervisors for the new tasks that should be developed.


Curriculum topics and New Career training techniques are presented for trainers who must develop and implement training programs in the field of education. Included are several model workshops to guide trainers in planning sessions.


Curriculum topics and New Careers training techniques are presented for trainers who must develop and implement training programs in the field of education. Included are several model workshops to guide trainers in planning sessions.


This report describes an experimental New Careers program conducted by the Howard University Institute for Youth Studies during the period 1965 to 1967. The program was designed to train multiproblem youth from the urban ghetto of Washington, D.C., for new careers in human services. The report has three
parts: 1. a narrative of what actually happened, including the design, the activities and major issues encountered; 2. an evaluation and follow-up of the trainees from the end of training through the period of employment; and 3. a detailed description of the training programs undertaken in several different areas of human service: education, social service, mental health and counseling.


Technical and strategic guidelines are offered for the design of new careers. The author creates titles to reflect career commitment; discusses levels of tasks, training, supervision, salary increments; and suggests directing new career opportunities to the poor.


The authors explain the "New Careers" concept and the need for training; indicate a training design to meet staff needs, job development, and remedial training; and detail basic procedures involved in entry-level training.


Fishman presents a collection of position descriptions intended to assist in the job development phase of the New Careers program. The article includes descriptions of a variety of entry-level positions in human services and some second and third level positions; suggests an outline for a career line; discusses restructuring existing positions; includes the title of the position, the general description, position controls, duties and responsibilities, and qualifications; and includes positions in community agencies, institutions, public school education, law enforcement, social services, correction and rehabilitation, housing, and employment services.

This is a report of a project to set up long-range demonstration programs for the selection, orientation, and utilization of disadvantaged youth as human service aides in community programs. The program provides an opportunity for an assessment of New Careers as a preventive mental health intervention for culturally and economically deprived youth.


The authors present a sourcebook for program developers; include an outline of steps for proposals and program development model, sample proposal for funds, and a bibliography.


Data is presented on the impact of New Careers programs in the fields of health, mental health, education, social services, law, research, and senior citizens programs. The survey also notes the influence of New Careers programs in legislation, manpower programs, civil service, credentialling, college programs, career advancement, new service roles, new roles for workers' groups, cost benefit analysis, and community participation.


The authors outline the need for paraprofessionals to organize, in unions and/or new careerists associations, i.e., National Association of New Careerists, in order that their demands for more significant employment opportunities (salaries, fringe benefits, training, status issues) can be fulfilled. The authors mentions some organizations that have already been established.

---, and Jane Schroeder, editors. New Careers Newsletter 2:1-5; Fall 1968. ED 028 961. EDRS Price: MF-$0.25; HC-$0.40.

Presented in this newsletter are current issues dealing with the New Careers concept including activities, organization, progress, and descriptions of various New Careers programs.

In this paper the author is concerned with developing New Careers programs for the disadvantaged as nonprofessional aides to perform the less technical and specialized tasks in human services organizations.


This manual is designed for trainers of social service aides to work in the fields of health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing and employment. Included in this guide are an explanation of the New Careers training model, a glossary of New Careers terms, and an explanation of the trainer's responsibilities.


This model features an educational task force composed of neighborhood, New Careers Center, and agencies to organize New Careers programs for the disadvantaged. The paper provides the basic rationale for New Careers, and includes a bibliography from the Information Clearinghouse of the National Institute for New Careers.


Several problems are discussed: redesigning jobs for career opportunities, aide positions confined to entry-level jobs, how to attract males as aides, and poor pay and no advancement in the field. A pattern for nonprofessional school and neighborhood programs of three levels are suggested.

An experimental program was undertaken by Howard University, Center for Youth and Community Services, where 10 socially disadvantaged youth were trained as service aides for the schools; discusses findings that while education and training were important, the immediate job and career lines were crucial to success; describes Howard University model; job development, training of technicians, and value for youth; notes that training models are a link between vocational and formal education.


The performance of library aides at Window Rock School on a Navajo reservation is described. The author discusses their service as models for other Navajo Indians, thereby encouraging them to complete their education.


This model will provide core-skill training to enable large numbers of nonprofessionals to assume entry-level civil service positions in human service areas. The design involves three phases—preservice, on-the-job, and inservice training.


This publication is a description and evaluation of a program designed to train disadvantaged young adults as subprofessional group leaders, counselors, trainees, or supervisors, for work with enrollees in an entry-level human service aide training program. The report provides suggestions for rehabilitation, vocational education, and supervised work experience combining realistic career expectations. Also included is a discussion of the psychological nature of deprived youth and their communities.


Role play techniques as an aid to implementation of New Careers training programs in human service agencies are presented.

This is a description of a program to train school-community workers from a low income neighborhood. The description includes negotiation procedures, recruitment and selection, orientation and training, and roles and responsibilities of the trainees.


This manual provides guidelines for training educationally and socially disadvantaged people for entry positions as human service aides. Suggested approaches and methods of training are spelled out in considerable detail. A New Careers glossary and a bibliography are also included.


The bulk of material on the use of paraprofessionals has focused on classroom activities. This paper focuses on three areas of paraprofessional activity not usually covered in literature on the subject. The areas are pupil learning, community participation, and career advancement.


Intended for the use of trainers and supervisors working with entry-level trainees, this manual is designed to be readily revised and/or amplified to meet local needs and conditions. An accompanying manual is also available for trainees.

This manual is designed to provide trainers with information and guidelines for training lay persons to function as teacher aides in a school setting. The manual is divided into four major sections: introduction, typical problems and suggested solutions, organization and structure of the program, and generic education curriculum.


In this article Stocks describes a program designed to relieve the teacher shortage and to interest the Mexican-American subculture members in teaching; notes advantages of working with aides of culture similar to the children's culture; and suggests methods of recruiting teachers from an aide group.


Tanner challenges the concept of employing unskilled, semiliterate residents as aides in schools; discusses briefly the problems resulting from this practice; and concludes that the problem of the teacher shortage is only obscured by "new careers for the poor."


This grant would provide for preparing teenage teacher aides from homes classified as culturally and economically deprived to work in schools in Appalachia. The objectives are to alleviate teacher aide shortages in elementary and preschool classrooms, and to provide keys for self-improvement and a marketable skill for the teenage trainees. University preservice students would work with and counsel the teenagers.

Ward, Eric J. "The Paraprofessional As Student." Teacher Education News and Notes 20:3-5; October 1968. ED 028 107. EDRS Price: MF-$0.25; HC-$0.25.

The author discusses the need for college programs designed to meet the needs of the economically and socially disadvantaged adults, and reports on colleges presently offering degree programs to paraprofessionals employed in school systems. A four-item bibliography is included.
In the summer of 1965 Garland Junior College sponsored a six-week, in-residence institute to train teacher aides from disadvantaged communities. This article reports on the results of the institute.

2. TRAINING TEENAGERS


The authors describe the program at the Center for Research on Utilization of Scientific Knowledge, The University of Michigan, Ann Arbor; discuss design and implementation of a program utilizing teenagers to help in classrooms; and offer rationale for training and its effects on students, teachers, and volunteers.


Lyon describes a teenage aide training program at Ohio University; includes comments by participants; notes the value in creating job apprenticeships for future employment; indicates that teenagers have displayed several qualities effective in helping them relate to younger children.

Ostrowiak, Laurie N. Teacher Assistant Cooperative Training. K-8 Grades. Springfield, Ill.: Board of Vocational Education and Rehabilitation, Research Coordinating Unit, 1969. 61 pp. ED 032 282. EDRS Price: MF-$0.50; HC-$3.35.

This publication describes a high school level, credit-bearing, vocational training curriculum to train students to become teacher aides in elementary schools. The curriculum includes preplacement orientation to teacher aide role, regular academic subjects plus specific aide-related instruction, and supervised job experience. Among the benefits are the utilization of aides of diverse ethnic groups and their special skills, the success of cross-age tutoring, and the aides' ability to bridge the gap between authority (teachers) and pupils.

This article discusses an assistant teacher training program set up by JOIN in cooperation with the New York City Board of Education to train unemployed school dropouts, ages 16-21, in a 16-week training session for work with prekindergarten children; and describes the selection and training procedures.
D. CAREER DEVELOPMENT PROGRAMS


The program used education majors in college as teacher aides in order to provide more on-the-job experience before teaching. Clerical, housekeeping, noninstructional (e.g., monitoring), and instructional tasks were performed, with 38.2 percent of their time spent in instructional activities. Results of interviews and evaluation questionnaires are included.


The author develops a Career Incentive Model designed to combine a teacher aides work experience and life experience toward completion of course work for a bachelor's degree.


This report describes the principle innovations of the Ford Foundation: The Professional Partnership; The Flexible School; Electronics, Architecture, and Learning; and College Teaching. Several school programs utilizing teaching teams composed of teachers of varying degrees of professionalization are outlined.


A research committee investigated differentiated staffing for possible implementation on the Greece Central School District. This document is a report of the committee's findings and includes differentiated staffing rationale, philosophy, and illustrated staffing models from four different sources.

This book presents short annotations from books and articles on the professional education of teachers. Although emphasis is on laboratory experiences, references are also included on college teaching in professional education courses; team teaching and paraprofessionals; students in teaching, teacher recruitment, certification, and accreditation; and studies of teaching.


Chapter 2 describes activities of future teachers acting as teacher aides. Chief values of the experience were the opportunities to learn about classroom dynamics and motivation as unnoticed observers. The aides learned a great deal about effective and ineffective learning environments and the special educational needs of disadvantaged students, which will increase their competencies as eventual inner-city teachers. Much of the chapter is written in log form.


The Project has established a career line approach to developing teacher assistant capability through the development of a five-channel approach: on-the-job experience, teacher guidance, counseling sessions, course work, workshops. A sixth and optional approach, college, is also included. The program is graphically illustrated and described in the progress report. The narrative report for the application for continuation grant includes objectives of the project, project endeavors exceeding or not meeting expectations, effect of the project on cooperating agencies, dissemination of project information, and projected activities of the project.


New careers in education have emerged in recent years to meet the increasing demands placed on our educational system and new educational structures and methods created to meet those demands. This publication describes the kinds of careers in education that exist now and includes ideas about what these careers are like and ways to prepare for them. The section on auxiliary personnel work describes the need for teacher aides; and briefly outlines qualifications and types of aides and the duties they perform.

The major objective of this preliminary proposal is to develop new jobs and careers for nonprofessionals in the schools. Development of a career training program will enable nonprofessionals to move toward certificated service in the schools while working with classroom teachers as aides.


The career ladder program in a large, urban school system is described, wherein a tripartite approach is utilized to provide a new careers program for low-income neighborhood personnel. A training rationale as well as a job description for instructional aides is provided.


This model describes a plan to provide continuous professional education and appropriate general and special liberal arts studies to meet preparation needs of paraprofessionals, professionals, and career professionals whose work would contribute to the educational program in primary and middle schools. Included are brief job descriptions, premises upon which the model program is based, and an outline of preparation programs.


The Minneapolis Teacher Aide Program recruits aides from all educational levels to perform instructional roles according to the judgment of the supervising teacher. The Minneapolis model of advancement is illustrated and discussed.
E. JUNIOR COLLEGE TRAINING PROGRAMS


Increased remedial work for the teacher is expected as a result of the 1964 Civil Rights Act. The author suggests that a teacher aide program would provide teachers with more time to carry out extra work.


This chapter outlines in detail three types of programs to be offered by the junior college: specialized courses one-year certificate for teacher aides, (31 hours) and A.A. degree for teacher assistants (64 hours). Admissions criteria are suggested, and provision made for work-study programs.


This evaluation of teacher aide training, through informal observation and testing of trainees and their instructors, makes several recommendations to improve training: to place greater emphasis on skill development and understanding of human development; to enforce better discipline among trainees; to continue to stimulate trainees by using a variety of teaching methods; to overcome the undercurrent of antagonism between the administration and the OEO NEW Careers office which seems to stem from a "middle class guilt complex"; and to give highest priority to job-related instruction rather than the present stress on general education. Suggestions to improve the process of selection of trainees and practical pointers for better training strategies are described.

This survey provides information on colleges offering two-year degree programs for teacher assistants. Emphasis is also given to one-year certificate programs. The survey provides the following information: kinds of colleges and type of students participating in such programs, scope of the program, curricula and course content, and impact of program on students and prospective employers. The colleges are listed alphabetically according to location. A case history of the training program at Garland Junior College, Boston, Massachusetts, is also included to illustrate one possible approach to the problems of developing and implementing a program to train new teaching personnel.


The author traces the development of a two-year program to train teacher aides for service in elementary schools; describes the curriculum leading to an Associate of Arts degree; outlines the course content; presents examples of an attitude scale and evaluation form; lists duties of aides; defines criteria and procedures for evaluation of aides; reviews similar programs in four other districts; summarizes reaction to use of teacher aides; and quotes sections of the California Education Code.


A model for "training aides to teach" program at Garland Junior College is reported. Included in the model is a program to train 25 persons of diverse backgrounds recruited from the Boston area for a six-week inresidence summer institute involving weekly seminars in role playing, individual counseling, and remedial reading. The author lists program objectives of helping to alleviate the teacher shortage, increasing the number of trained semiprofessionals for early childhood programs, and broadening the learning of trainees.

The authors discuss the objectives of the two-year program to train assistant teachers at Garland and a summer institute to train aides to teachers. Also included is information on their age, socio-economic background, selection, and program objectives.


Garland Junior College has been a pioneer in training teacher aides for schools in disadvantaged areas. In this manual, explicit questions are answered pertaining to the recruitment, selection, and training of teacher aides. Also included is information on preservice and inservice training, curriculum, teacher's role, types of aides, and career development as well as information on funding sources and testing, and evaluating prospective aides. Supplementary to the manual is a suggested bibliography for training programs.
F. BIBLIOGRAPHIES ON TRAINING AIDES


This bibliography surveys recent literature on paraprofessional school personnel. Entries are divided into four major categories: the school system, pre-school education, elementary education, and secondary education. Each category is subdivided into general concepts, models of actual programs, and training guides and manuals. An alphabetical index of titles is appended.


This is a 26-item annotated bibliography of selected readings on teacher aides. The bibliography was prepared by the National Commission on Teacher Education and Professional Standards for the "Year of the Non-Conference."


This is a guide to documents on differentiated staffing. Presented are summaries of Research in Education abstracts according to subject area classifications which include teacher-administrator relationships; the effect of programmed instruction and educational media on the teacher role; the roles of the public school teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessionals; staff utilization; team teaching; curriculum organization; and innovation.
This publication was prepared pursuant to a contract with the U.S. Department of Health, Education, and Welfare, Office of Education; Contract number OEC-0-8-080490-3706-(010). Contractors undertaking such projects under Government sponsorship are encouraged to express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.