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A Survey of Teacher Aide Utilization in Elementary Schools with Suggested Application Toward Improved use of Teacher Aides in the Elementary School of Logan City, Utah

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A SURVEY OF TEACHER AIDE UTILIZATION IN ELEMENTARY SCHOOLS
WITH SUGGESTED APPLICATION TOWARD IMPROVED USE OF
TEACHER AIDES IN THE ELEMENTARY SCHOOLS OF
LOGAN CITY, UTAH

by

Clyde Ray Bartlett

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Elementary School Administration

UTAH STATE UNIVERSITY
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It is not only customary, but proper, to express appreciation to members of my committee. And so, without pretense, I extend to them, Doctors Arthur D. Jackson, Terrance E. Hatch, and Charles O. Ryan, my kindest regard for their efforts and suggestions in my behalf.

To other professors of education, who have influenced my experience as an educator, I extend my respect and admiration. They are, Dr. Gene S. Jacobsen, University of Utah, formerly of Utah State University, Dr. LeGrand Noble, a friend and superintendent, Dr. Elvert Himes, a concerned and interested professor, Dr. Walter R. Borg, a true educational scientist, and Dr. Lincoln H. McClellan, a personal friend and inspirational leader.

I consider it proper to remember the late H. LeRoy Morrill, my elementary principal, teacher, bishop, and uncle. I am grateful for him and his lessons.

Without the sweet, loving, persistent encouragement of my companion, Marie, and our family of lovely girls, I may have become discouraged one more and one too many times. My thanks to them!

To the many professional colleagues with whom I have worked as their principal, I express my appreciation.

And lest I forget to be spiritually in tune, I am grateful to the Master Teacher for His example to all who would be teachers.

Clyde Ray Bartlett

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

Introduction

WANTED * * TEACHER AIDES

Students and teachers want them and need them. New school programs and citizens' advisory groups require them. All interested persons inquire at the nearest Board of Education, County or State Department of Education, or at the United States Office of Education (Department of Health, Education and Welfare). (Wright, 1969, p. xi)

NEW CAREERS IN EDUCATION ARE WAITING!

WANTED

Another pair of helpful hands, two kindly, watchful eyes and listening ears, enveloped by one willing spirit with understanding heart.

No special training needed, but all talents will be utilized. Ability to give encouragement, helpful.

Eager parents and interested relatives may apply.

Hours, flexible; satisfaction guaranteed.

Recompense: involvement, renewal, life meaning love.

(Iacolucci, 1968, p. 424)

Do advertisements such as these appear revolutionary? To some, they may. To many, they are a succinct statement of need and prediction of conditions of the present and future.

Helping youngsters to grow and learn is a critical responsibility, requiring home, school, church and community interaction. The school, has emerged as the agency of society where many agencies look, to direct the societal efforts to fulfill the responsibilities of citizenship to the learner.

A trite, but true, concept is that the schools cease to be of worth to the learner if they cease to serve the learner. The learner is better understood as a functioning self today than in decades gone by. The school must prepare for

and meet the challenge of the learner as an individual. Such pedagogical nomenclature as individualized instruction, continuous progress education, personalized learning, individually prescribed instruction, team teaching, cooperative teaching, partnership teaching, differentiated staffing and others are nothing more than a new way of naming a process oriented description of attempting to meet the needs of children. Concurrent with the various models that portray the many teaching-learning patterns in use today is an increasing involvement of additional personnel to supplement the certified teacher.

These personnel, regardless of how they might be identified in conversation and the literature, can best be classified as aides to the teaching-learning process and may then be identified, at least for the purpose of this paper, as teacher aides.

The most costly and precious commodity today in our public schools is the service performed by the professional staff, says Klinkerfuse (1968). We waste thousands of dollars daily asking teachers to perform tasks far below their level of training. Common sense would indicate that teacher aides could materially increase the quantity and quality of instructional service.

Statement of problem

The use of teacher aides is increasing in the United States. Resources made available through federal financing have fostered the use of teacher aides. Teacher load and patterns of staff reorganization have contributed to the necessity of using teacher aides. Teacher aides may perform a variety of tasks in

education that only require the supervision of professionally certificated personnel, and these tasks need to be identified.

Teacher aides have been used on a very limited basis in the elementary schools of Logan City School District, Logan, Utah. With teacher aide services becoming apparent, both on the part of volunteer parents and the professional staff, it is imperative that suggestions and guidelines be developed to take advantage of the relatively untapped resource in the community.

The writer will seek to answer the following questions:

1. What is the history of teacher aide utilization in the elementary schools?
2. What legal implications are present?
3. What have been their functions?
4. What practices have been pursued in recruiting, training, and task identification for teacher aides?
5. How might the schools in Logan City prepare to take advantage of the availability of teacher aides?

CHAPTER II

HISTORY OF TEACHER AIDE UTILIZATION

The practice of using teacher aides in an organized, managed way is relatively new. Alexander (1968) states that nearly half of the teacher aide program in operation in large public school systems are less than 3 years old. A survey of all public school systems using teacher aide programs showed that 40 per cent were started in the 1965-66 school year, and 36 per cent started their programs in the school years between 1960 and 1964.

The education profession has resisted accepting teacher aides and, as Anderson (1964) points out, a decade before 1964 the reaction to using teacher aides was negative and even hostile. No doubt some of the aversion to the acceptance of teacher aides was a reaction to the move to overcome the teacher availability shortage by assigning personnel to classrooms and referring to them as teachers' aides. The Bay City Plan, officially known as Cooperative Studies for the Better Utilization of Teacher Competencies (Park, 1956), in 1956, made an attempt to determine the practicability and feasibility of using teacher aides in the classroom as a way of coping with teacher shortage, lack of classrooms and large class size.

A New England study (Teacher aides in the classroom, 1967) indicates that between the years of 1960 and 1967 the use of teacher aides increased from 12 school systems to 230. The New England study concludes that teacher aides

are a significant factor in education in New England and their number will increase as educational associations encourage their employment, and the federal government provides funds for payment of their salaries through many of its programs.

In an introductory statement of a reported study made in selected Gulf Coast School Districts, DeHart (1968) points out that the employment of teacher aides is not innovative. Convergent forces have contributed to a marked increase during the last 5 years in the number of teacher and library aides working in the schools. Specific forces have brought the expansion of teacher aide programs. Such things as the ever changing and expanding needs for school services, acute shortages of trained professionals to meet the needs, new dimensions in education resulting in a more complex and demanding role for teachers, an increased awareness of the learning needs of children, and Federal aid to education have fostered expansion.

The schools of Wayne County Michigan (Wayne County Schools use 7,000 teacher aides, 1969), in 1969 were using some 7,000 aides of which about 3,000 were paid and the rest were volunteers to their 28,000 teachers. The report further suggests that where properly trained and employed and where teachers and administrators are attuned to their potential, aides are cherished additions to the school's staff.

Wilcox (1967) projects that nationally by 1972 there will be 250,000 teacher aides in service and suggests that many of those will be paid or salaried.

The Research Division, National Education Association (NEA) (1967b), reported in 217 school systems enrolling 12,000 pupils or more, there were

44,351 teacher aides assigned. Approximately 75 per cent of the systems had paid aides and 25 per cent of the systems had both paid and volunteer aides. Of these systems reported, roughly 70 per cent of the aides assigned in each category, paid and volunteer, were in the elementary schools from pre-primary and kindergarten to and including upper elementary. It is interesting to note that in tabulating the actual percentages quoted there is 1.3 percentage points difference in the number of paid aides compared to volunteer aides assigned.

The New York State Education Department sponsored a study in 1965 which was reported by the National Commission on Teacher Education and Professional Standards (1967), to study the attitude of principals and teachers toward aides where aides were in service. Some 93 per cent of the districts assessed their experience as favorable. Twenty-six districts were neutral and only four expressed unfavorable opinions. Dissatisfaction seemed to appear where untrained aides were assigned heavy non-instructional supervisory responsibilities in the lunch room.

As the use of aides increases, and indications are that the number of aides is increasing, the traditional role of the certificated professional has to change, too. Newlin (1968) and Oja (1967) challenge the professional to make a closer delineation between professional and non-professional services in the classroom. Newlin (1968) also suggests that administrators and supervisors, as well as teachers, can utilize the services of non-certificated persons and do so in such a way as to not infringe upon professional standards that limit the control and execution of the major teaching functions to the legally certificated personnel.

The use of aides which seemingly began as a measure to overcome staff shortages is now emphasized as being increasingly paramount due to the expanding need and demand for school services, and new dimensions in education, such as reorganization of the structural patterns, expanded curriculum, differentiated roles for teachers, flexible scheduling, cooperative and team teaching, different approaches to learning, large group work, seminars, and all the parameters of individualized instruction. The National Commission on Teacher Education and Professional Standards (1967) and Patton (1967) declare that as these changes have come about, the traditional concept of teaching has grown more and more unrealistic.

Writers such as Collis (1967), Esbensen (1966), Glovinsky and Johns (1969), Johansen (1968) and others describe the teacher's task as being overwhelming to the point of exhaustion. Time is perhaps the most precious ingredient of a school. Pino (1966), Beckon (1966) and others allow that a practical solution to giving teachers more time to do the jobs for which they are trained is the use of salaried non-professional teacher's aides.

In looking ahead to what is to come; the Designing Education for the Future (1968) proposes that in the future more emphasis will be placed on the use of teacher aides to relieve professional personnel of clerical and non teaching tasks. The projection is to greatly increase the overall number of adults in relation to students. The need for 18,900 professional personnel would be reduced by 1980 to 11,140 in Utah by using sub-professional personnel. These persons would account for about 20,790 positions. Budget for staffing would not be reduced, but it is possible that a 50 per cent increase in the number of adults

to work with students would result. Heinemann (1963) declares that the primary purpose of aides is to increase the effectiveness of the teacher in the classroom.

Bazelli (1969) projects that the schools of the future will find various types of para-professional specialists and sub-professional aides to man counseling and test centers, media production and distribution, and information retrieval systems. Teacher's traditional roles will be abandoned and new patterns will emerge with technical adaptations.

The utilization of non paid volunteer help as aides to the schools is also an available asset that is being incorporated into staffing patterns throughout the world because as James E. Allen says, "You can't buy what a volunteer gives." (Timothy, 1971, p. 1)

Several writers, including Bahr (1969), Blessing (1967), Cook (1967), DeLara (1967), Cutler (1964), Cardenas (1967), Chesler (1965), Foster (1964), Ferber (1968), Freund (1965), Craymer (1968), and Hinmon (1966) point out the range of sources for volunteers. High school and junior high school students, all levels of professional and vocational education, including retired persons, provide a source of volunteer aides for the schools. Mothers should not be overlooked as a source for volunteer service adds Goldstein (1966).

Grayson (1961), Iacolucci (1968), and Greenberg (1967) point out that even a non-professional aide who has experienced failure can be a valuable legacy as an aide to children who are not succeeding.

Hymes (1956), the child psychologist, attests that aides made a contribution within the framework of the concept of education, more hands, more

eyes, more heads. Two parents working together rear the child even more effectively.

The National Commission on Teacher Education and Professional Standards (1967) sees the addition of aides in the schools as one of the most challenging and hopeful advances in modern education. The teacher is a skilled professional, a diagnostician and a guider of learning experiences and should not waste his time on trivia. Aides are here, they are not an idle dream, they should not be a source of hidden fears. Grieder (1969, p. 6) declares that the ". . . employment of teacher aides appears to have come into its own. . . ."

CHAPTER III

LEGAL CONCERNS RELATIVE TO THE USE OF AIDES

A question concerning the legality of the use of aides in the classroom often arises. Inasmuch as the widespread use of aides is relatively new, as Alexander (1968) points out, their function is rather ill-defined and no concrete definitions or measures of established practice can be used by states and local districts as guidelines. Alexander (1968) further allows that most states have no statutory provisions pertaining to teacher aides.

In the absence of statutes to the contrary the power to hire and pay teacher aides is within the authority of local school districts. However, nothing is said concerning the authority to permit schools to utilize the services of non-paid volunteer aides. The same implied authority must be in the province of the local board.

Alexander (1968) reports that such states as Nevada, Illinois, California, Washington, and Maine do have legislation and identify the role of the aide to be supervised by the professionally certificated staff member. State boards of education, in the absence of state statutes, have issued general guidelines for the management and use of teacher aides. The United States Office of Education has published guidelines for the use of aides in assisting educators of culturally deprived children. The task of implementation requires that to participate, states must designate the program of state supervision and leadership to be used

and develop short and long range policies and procedures for the use of federal funds to obtain and use teacher aides.

A question of legal implication concerning distribution of funds where aides were involved was ruled upon by the attorney general of Kentucky when he held that a school district could not receive state aid allotments for the time pupils spend under the lone supervision of non-certificated persons such as a student teacher or teacher aide. This decision reports Alexander (1968) would likely apply to most states where funds are distributed on a pupil teacher ration or classroom units based on number of teachers employed.

A suitable file of case law has not been accumulated, but reasoning derived from interpretation involving student teachers would infer that teacher aides have no authority to regulate pupil control. Teachers can not delegate their powers to teacher aides reports Alexander (1968).

Teacher aides are liable out of negligence on the part of the aide for pupil injury. Any person assigned to or placed in a position of potential liability is ignorant at his own peril declares Alexander (1968).

The Washington Education Association (1966) outlines areas where aides have some legal rights concomitant with their employment. Rights very similar to those of regular school employees, such as fair treatment, to perform in an acceptable manner, continuous employment where available, to be terminated for unsatisfactory performance, state retirement if qualified, insurance and other fringe employment benefits, must be available.

In the Report of the Special Committee appointed to study the selection, preparation and utilization of Aides in the Public School System of the State of

Utah (1968), state licensing or certification of aides was not recommended. Aides were to be registered with the Division of Instruction, Utah State Department of Education for information, but not credentialed. The report further states that aides should be entitled to the same legal rights and protection as teachers and be subject to the same liability if they are acting in the position for which they were employed and under proper supervision.

New England state departments of education recognize the position of teacher aides but have not developed requirements for certification (Teacher Aides in the Classroom, 1967).

Some states, reports Cutler (1964), have reservations about aide involvement. South Dakota in 1964 forbade the use of aides by restricting all supervisory functions to certified personnel. However, the state superintendent declared there was a definite need for aide programs. Illinois had restrictions which applied to cities of less than 500,000. Their state department of public instruction declared.

We are not in favor of non-professional aides working with pupils, especially where such services involve acts of teaching or supervising. . . . Rather than try to determine where the responsibility of the non-professional starts and ends, we would prefer to avoid difficulty by discouraging their employment in duties that may be classed as teaching or supervising. (Cutler, 1964, p. 116)

Oregon has a list of Do's and Don'ts and a plan must be submitted to the state department for approval prior to implementation (Cutler, 1964).

CHAPTER IV

RECRUITING, TRAINING, AND ROLE IDENTIFICATION

Recruiting

The literature is pregnant with recommendations as to where and how to recruit for teacher aide personnel. Aides may range in age all the way from elementary students helping younger students, suggests Lippitt (1969), to students helping peers, high school students serving as tutors, as reported by Bell, Garlock, and Colella (1969) and Leep and Shuster (1967), to high school dropouts, as suggested by Rioux (1965a), to retired personnel and senior citizens, as discussed by Serrette (1968). Junior college students were identified by Brewton (1964). Mothers and housewives, graduate students and under-graduate students were suggested by writers such as Bernstein (1970), Karnes (1970), Lansinger (1968), Otterness (1963) and Stone (1968) in rounding out the pool from which recruiting might be made. It seems not enough to stop here, however. One must look further to the various classifications of prevalent social conditions to receive a clearer vision of availability and reward. The National Commission on Teacher Education and Professional Standards (1967) points out that no one should be an aide simply because he needs employment, but that indigenous people may serve as a liaison between school and their culture. Juniors and seniors in high schools, suggests Ostrowiak (1968), may be trained to become teacher aides as a vocational enterprise. MacLennan (1966) indicates that

young people may be made to feel useful and may contribute to their own social security by being trained as student aides. College freshmen, Miller (1963) reports, may learn about children and about elementary education. This has positive overtones to education. Ethnic groups may be given inspiration by participating among their own in aide like experiences testifies Martin (1966).

The actual recruiting process as described in the literature takes on the originality and creative personality of the individual school or system. Many processes are in vogue. A common method is sending out survey letters with students, reports Keefe (1969), outlining duties, rates of pay and working hours, with the suggestion, if interested, tear off the coupon, complete it and return it. A second or a follow-up letter is then sent out requesting specific information concerning qualifications. These applicants are then screened, some applicants are invited to interview and some are employed.

One aide program came about by merely enlisting volunteer mothers to assist in overcoming a temporary crisis, as reported by Lanza (1969), in an inner city transportation problem.

Lansinger (1968) outlines a recruiting method by using a telephone contact with selected parents.

There seems to be no end to the methods that are utilized in recruiting aides. The technique used evolves with the plan developed for effective use.

Training

Teacher aides must, of necessity, receive proper and adequate training prior to and concurrent with their assignment. Schipp (1967) points out that

every moment a teacher spends on the non-instructional phases of his position reduces the amount of time he has to spend on the real purpose for which he is hired--teaching. If, then, the aides' role is, in fact, to aid the professional, great emphasis should then be placed on the pre-service and in-service training of aides. Training is most necessary whether the aide be paid or volunteer.

Another phase of training is directed to the professional who will be supervising the aide. Training is, as Michigan Education Association (1969) points out, also needed for the professional. The teacher needs to be trained to ably deploy her professional competencies through an aide and thus improve or increase the professional standard. Stafford (1962) suggests the aide must be an integral part of the education of children and not merely an appendage. This necessitates training.

A project for training aides and teachers concurrently has been in progress in the Edith Bowen Laboratory School, Utah State University (Program to Assist Educational Personnel to Teach Students of Wide Variability in Regular Classrooms, 1970). This program in its second year (1971) gets at the suggestion made by Stafford (1962), of providing training for teacher and aide, and achieves an ultimate in timing for pre-service training.

Thomson (1963) and Brazel (1967) identify the fact that many teachers lack experience in personnel management, in the training and handling of subordinates. The school must assume the special job of developing early the supervisory abilities of the teachers to whom aides will be assigned.

Sustained in-service training and daily supervision are likewise necessary for an effective aide program regardless of the assignment of the aide says Karnes (1970).

Suggestions are made by many writers such as Klebaner (1967), Newlin (1968), National Commission on Teacher Education and Professional Standards (1967), Leep and Shuster (1967), Wolfe (1968), Weisz (1967), Schauland (1967), Washington Education Association (1967), Branick (1966), DeVita (1968b), Clarke (1966), Cardenas (1967), DeBarnadis (1965), Bernstein (1970), and Sekowsky (1970). These writers describe practical practices for pre-service training programs. The responsible agency in many instances is the local school staff, supported by the district staff. Another direction cited frequently is to charge institutions of higher learning with the responsibility for pre-service training. Still other programs are cooperatively planned between schools of education and local districts under the motivation from available federal projects such as Office of Economic Opportunity programs. Community colleges have assumed some responsibility for pre-service training. A carefully planned on-the-job training program is still another method of training aides. Simulated experience training programs have been profitably executed.

The type of training suggested in addition to task oriented training, as reported by Arcement (1969), Brazel (1967), Park (1956), and Lippitt (1969), should include study in child development, orientation toward educational ethics and the aims of public education. The specific school orientation concerned itself with policies, working relationships with teachers, ethical responsibilities

and developing a sympathetic caring attitude toward youngsters and skill practice in making them feel useful, successful, and important.

As Lippitt (1969, p. 41) puts it, "Youngsters need reassurance that every one needs help; that it is not dumb to ask for it, or stupid to receive it."

Meyerson (1968) wants training for aides to include cultural enrichment programs as well as courses in the particular skills needed. And, Hornburger (1968) emphasizes loyalty to the school and what it stands for in the community.

Role identification

An area in the literature that receives pages of print concerning teacher aides is that of role and task identification. Aides are categorized according to roles assigned. The Report of the Special Committee appointed to study the selection, preparation, and utilization of Aides in the Public School System of the State of Utah (Aides for Utah Schools, 1968), categorizes aides into three general classifications and identifies tasks to be performed. The classifications are Service Aides, who perform basic monitoring and/or housekeeping tasks which require no special competencies or skills except for the ability to relate well to students and co-workers; Clerical Aides, who perform only clerical and/or secretarial duties that are non-instructional in nature. Clerical Aides could assume some tasks of the Service Aides. The third classification is the Instructional Assistant who performs actual instructional tasks under the direction of a professional. They would not, however, do any diagnosing, prescribing, or evaluating. The Instructional Assistant could assume duties of both the Service Aide and the Clerical Aide. Volunteer aides are identified as a

source of assistance rather than an additional kind of aide and may operate at any of the three levels listed.

DeVita (1968a) lists five classifications of tasks or roles. He shows them as clerical, housekeeping, non-instructional, audio-visual assistance and instruction-related and lists some 101 different tasks divided among the five classifications.

Writers such as Heinemann (1963) and Oja (1967) proclaim that the profession and boards of education must make clear cut distinctions as to the duties of aides. Wilcox (1967) allows that when distinctions are drawn and definitions are made as to tasks performable, confusion is eliminated. Another writer, Ryan (1968), suggests that more effective student learning takes place when the teacher's role is well defined. Rioux (1965b) declares that jobs or tasks must be matched to skills to give maximum time and opportunity to teaching. He further suggests that the concern that aides usurp the teacher's prerogatives and that all classroom functions require professional training is a myth. Stafford (1962) claims that the relationship of teacher and aide is important irrespective of the grade level at which it exists.

Klinkerfuse (1968) reports a 5 year study in 25 Michigan schools in a 2 year period in which aides were used. The report compares a reduction of some time tasks and an increase in others. Time consumed in correcting papers was reduced by 89 per cent. Time devoted to other tasks such as enforcing discipline, taking attendance, preparing reports, supervising halls, and monitoring written lessons was cut by amounts ranging from 25 to 83 per cent. With the time gained by teachers, it was found that lesson preparation time had

increased by 105 per cent, recitation time by 57 per cent, preparation of homework assignment by 20 per cent and individual help for pupils by 27 per cent.

Henderson (1967) discourages the listing of tasks that aides can and can not perform. Latitude should be allowed for both the teacher and the aide to identify those functions in which aides will best serve the instructional process. Johnson (1967) suggests that the aide and the teacher must work together and alter the role of the teacher by best utilizing the competencies of the aide. In *Aides for Utah Schools (1968)*, a Report of the Special Committee appointed to study selection, preparation and utilization of aides in the Public School System of the State of Utah, the development of detailed lists of duties that aides might legitimately perform is seen as becoming restrictive and inflexible.

CHAPTER V
SUGGESTED APPLICATION FOR LOGAN CITY ELEMENTARY SCHOOLS
IN TEACHER AIDE UTILIZATION

Background

Logan City School District, Logan, Utah, is a city school district of the third class as identified by state statutes. It is situated in Cache County, Utah, a northern agricultural valley. Logan City School District claims 7 elementary school buildings, one junior high school, and one senior high school. Two of the elementary school buildings are principaled by one person and share common goals and programs. One elementary school building houses special programs for the trainable mentally retarded students and is supported jointly by two school districts, Logan City and Cache County School District. The other four buildings house rather ordinary traditional school programs. Some of the schools are and have experimented with team teaching and cooperative teaching.

Logan City School District shares a responsibility with the College of Education, Utah State University, in teacher education and especially in the student teaching phase. During the 1970-71 school year there were 137 student teachers trained in the elementary schools.

The total enrollment in Logan City Schools for the school year 1970-71 was 3,989 students, kindergarten through grade twelve. The pupil teacher ratio on the elementary level was one teacher to 29.8 students and at the secondary level was one teacher to 29.7 students.

In the past 10 years, Logan City Schools, Logan, Utah, have been exploring very conservatively in aide utilization, both paid and volunteer. Paid aides have been added to the staff and assigned to the teachers of classes where the enrollment was considered unmanageable. The budgeted time was considered to be very conservative. Volunteer aides have participated in the past 3 to 5 years as helpers or listeners to support the primary grade teachers in the use of programmed reading materials.

Within the past 2 years, through the cooperative efforts between Utah State University, College of Education personnel, and teachers and administrators in Logan City, college student aides have participated with teachers and elementary students primarily in the role as a tutor.

The most extensive use of parents as aides has occurred in the year 1970-71 during which time a number of aides in volunteer status have been of service to students and teachers in the Logan City Schools.

The greatest single recruiting effort was engineered by a kindergarten teacher to provide aide support in implementing a beginning reading program in kindergarten. She has enlisted the volunteer aid of some 24-27 different mothers each week. One of the participating mothers in the kindergarten aide program accepted the assignment as coordinator and has very efficiently supervised the assignments among the other mothers.

Recommendations for implementation of teacher aide program

Several specifics appear necessary in increasing the use of aides. As the writer interprets these and projects plans, these specifics seem paramount.

1. Classroom teachers must be guided by building principals and supported by district administration to envision the services which aides can perform.

2. Before classroom teachers have aides they must be desirous of sharing their empire and must realize that certified teachers are not the only ones who can share wisdom and knowledge.

3. Classroom teachers must be very objective in determining the necessary tasks they are now doing that any relatively mature person could do with proper supervision.

4. For management purposes, a school area director or coordinator must be identified and as the program grows, a staff must be organized. A district level coordinator is also necessary to complete an effective organization.

5. Classroom teachers must acquire skills in management of other adults in addition to student management.

6. Training programs of two categories need implementing: (1) A pre-service general orientation and training experience, and (2) an on-the-job, in-service on going training plan must be implemented involving the teacher and the aide.

7. All categories of aide service must be included.

Surveys might be used to enlist the support of resource persons from the community and college group. These surveys might best be supervised by a parent-teacher organization. To avoid redundancy, the survey might cover the city by the Logan City Council of Parent-Teachers Association.

There is a natural opportunity for the pre-service training of aides to occur through the adult education program of the community school concept. Inasmuch as the school district would receive return that would redound to the benefit of the instructional process for children, the Board of Education might do well in underwriting the pre-service training program for aides. The very availability of this training program could be an impetus for involvement and encourage citizen volunteers into service.

A similar pre-service orientation and training program could infiltrate programs in the senior citizens organization and again provide a channel for volunteers to serve in the schools.

Through the Conference and Institute Division of the Extension Service of Utah State University, a pre-service program might tap a group of people who have more highly specialized skills.

There may be other agencies, but if these were mobilized, it would be a beginning. All such programs might profitably be underwritten by the Logan City Board of Education.

If a program proposal for training were to become as encompassing as suggested, the school district may have to salary a full time person, not necessarily a professional, to be a coordinator.

Specific in-service training requirements conducted for professional staff in aide involvement and utilization would have to be concurrent with pre-service training for aides.

A school, however, should not wait until a sophisticated management structure evolves, but rather get going with what they have.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Much has been written as testimonials about the utilization of teacher aides and the relative positive value aides have contributed. Very few, if any, scientifically controlled studies have been conducted using statistical analysis to prove a point in aide utilization.

Appropriate summary points may best be listed as separate items rather than to incorporate them into prose.

1. Use of aides is not innovative nationally, but may be locally.
2. Aides have been invited into the schools in increasing numbers in the past 10 years to assist the teacher in literally all phases of keeping school.
3. Aides are more effective when they receive orientation and training as a pre-service and in-service venture and concurrently the professional staff be involved in in-service training, too. Pre-service training may be incorporated into adult education community school programs or established through other available programs.
4. The role of the professional must be altered when aides are used effectively.
5. Aides may be identified in general categories as service aides, clerical aides, instructional assistants, non-instructional aides, and volunteer assistants, according to assigned roles.

6. Volunteer aides exist as a valuable untapped resource for the elementary schools and may fill a variety of roles. The usefulness of these aides is directly proportional to the ingeniousness of the teacher.

7. Professional associations have an obligation not only to "watch dog" the profession, but to take a leadership role in promoting better learning experiences for children.

8. Legal questions concerning aides seem to be peculiar to each state. Local boards of education, in absences of statutes to the contrary seem to have power to govern the practice of using aides. A case file has not been built up concerning legal aspects on the use of aides.

9. Professional staff must be led to see the resource available and converted to the need to involve more persons in the teaching learning process.

10. Professional staff must re-orient themselves from the role of "sole fountain of knowledge" to a manager of the learning process. The management aspect expanded to managing the services of other adult personnel rather than just as a manager of students.

Conclusions

The utilization of teacher aides in elementary schools is increasing and the trend appears to be toward a continuing increase.

The effectiveness of aides is enhanced when appropriate pre-service and in-service training is given for aides and the professional staff.

Aides are available and many are willing and anxious to work in a volunteer status. Aides can make a real contribution to children through service in the schools.

It is not crucial that aides be certificated or licensed by the state department of education, but that local boards approve of aide utilization.

Logan City School District has not tapped its resource in available aides for teachers.

Recommendations

The writer recommends that:

1. Valuable resources not be squandered in legal battles concerning aide utilization.
2. Local professional initiative and creativity be challenged to broaden the concept of aide utilization.
3. Professional associations assume more leadership in improving the quality of instruction for children.
4. School systems not get "up tight" over who may and may not perform specific tasks in and around a center of learning. Rather, that they get more involved in what happens to and for children.
5. Adventurousome professionals continue to report their successes and experiences in teacher aide practices for others to relate to.
6. Logan City School District get geared up to involve more aides of all categories in their on-going instructional programs.

7. Aides who have had experience be encouraged to share their feelings about their involvement with professionals and prospective aides.

8. Parent Teacher Associations may effectively be used to recruit persons to serve as aides in the schools.

9. Aides be permitted to use their personal skills in assisting in the teaching process.

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VITA

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