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Selection, Preparation, and Utilization of Teacher Aides with Implications Relating to the Carbon County School District

Eugene Crocco

Utah State University

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SELECTION, PREPARATION, AND UTILIZATION OF TEACHER AIDES
WITH IMPLICATIONS RELATING TO THE
CARBON COUNTY SCHOOL DISTRICT
by
Eugene Crocco

A field study submitted in partial fulfillment
of the requirements for the degree
of
SPECIALIST
in
Educational Administration

Utah State University
Logan, Utah
1973
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>iii</th>
</tr>
</thead>
</table>

Chapter

I. BACKGROUND OF THE PROBLEM AND DEFINITION OF TERMS ........................................ 1

- Origin and nature of the problem ................................................. 1
- Objectives ........................................................................ 2
- Methodology ....................................................................... 2
- Definitions of terms .......................................................... 3

II. REVIEW OF RELATED LITERATURE .................................................................... 5

- Introduction ........................................................................ 5
- Selection ............................................................................ 6
- Training ............................................................................. 6
- Utilization .......................................................................... 8

III. PREPARATION AND ANALYSIS OF DATA .............................................................. 11

- Presentation of data ................................................................ 11
- Write-ins on questionnaires .................................................... 22
- Analysis of data .................................................................... 27

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ............................................... 31

- Summary ............................................................................. 31
- Conclusions .......................................................................... 32
- Recommendations for improvement ............................................ 34

LITERATURE CITED ......................................................................................... 36
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number and percent of questionnaires completed and received on teacher aides as seen by teachers and administrators in the Carbon School District</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Personal characteristics of teacher aides as seen by teachers and administrators in Carbon School District</td>
<td>14</td>
</tr>
<tr>
<td>3.</td>
<td>Performance of teacher aides as seen by teachers and administrators in the Carbon School District</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>Educational and social classification of teacher aides on a performance basis as seen by teachers and administrators in the Carbon School District</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Income strata of teacher aides as seen by teachers and administrators in the Carbon School District</td>
<td>18</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher aides' learning ability as seen by teachers and administrators in the Carbon School District</td>
<td>19</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher aides' skills at the beginning of training as seen by teachers and administrators in the Carbon School District</td>
<td>20</td>
</tr>
<tr>
<td>8.</td>
<td>Adaptability of teacher aides as seen by teachers and administrators in the Carbon School District</td>
<td>21</td>
</tr>
<tr>
<td>9.</td>
<td>Reinforces Table 8 concerning adaptive potential of teacher aides as seen by teachers and administrators in the Carbon School District</td>
<td>23</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher aides' ability to handle problems as seen by teachers and administrators in the Carbon School District</td>
<td>24</td>
</tr>
<tr>
<td>11.</td>
<td>Teacher aides' ability to perform assigned tasks as well as teachers as seen by teachers and administrators in the Carbon School District</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Time spent on activities by teacher aides as seen by teachers in the Carbon School District</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER I
BACKGROUND OF THE PROBLEM AND DEFINITION OF TERMS

Origin and nature of the problem

There is little research pertaining to teacher aide programs in rural school districts on a national level. The writer is not aware of any studies conducted in Utah which have analyzed how teacher aides are selected, trained, and utilized in a rural school district. Yet, we must find ways to conserve the professional talent of teachers and to put it to more effective use and the use of teacher aides is one way we have attempted to do this.

To help create better educational opportunities for all American children, the National Congress passed the Elementary and Secondary Education Act of 1965 and the Education Professions Development Act of 1969. With this added incentive and the fact that teachers needed help in the classroom brought about a new role for the schools and a call for a new concept of school organization, that of differentiated staffing. Part of this innovation led to a sharp increase in the use of teacher aides and other auxiliary personnel in the classrooms of the public school system to relieve teachers of routine, sub-professional tasks.

Schools are now on the threshold of facing problems involved with the use of teacher aides. Continued evaluations are necessary to further explore what needs to be done before aides can be better selected, trained, and utilized. If schools can benefit from teacher aides, then careful study must be made of utilization of aides in small rural district as well as large school districts.

In 1968, the Utah State Board of Education established guidelines relating to the selection, training, and utilization of aides. At that
time, no comprehensive study had been made in Utah to analyze how aides were selected, trained, and utilized. Since then, several studies have been made relating only to elementary schools in Utah.

The mentioned guidelines and other studies do not give final answers to the problem arising out of the use of aides.

Further study and clarifications are necessary especially in rural districts before the ultimate benefit can be derived from aide programs.

Objectives

(a) To make a review of the literature pertaining to the selection, training, and use of aides, (b) analyze how aides are being selected, trained, and used in Carbon County School District, and (c) to examine the Utah State Board of Education teacher aide guidelines to determine if they are applicable to Carbon County School District.

Methodology

After a review of the literature pertaining to the subject, a descriptive questionnaire was given to each school teacher in the Carbon County School District to whom an instructional aide had been assigned during the 1971-1972 School Year. The questionnaire was also given to the principal of each school in the district in which an instructional teacher aide or aides were assigned.

After the questionnaires were returned, they were analyzed on a percentage frequency distribution by question.

The questionnaire consisted of items pertaining to opinions of teachers and principals relating to the educational, clerical, and social skills possessed by the aides.
A tabulation was also made of monthly teacher aides summary sheets indicating percentage of time spent on certain responsibilities to determine how aides were utilized.

A comparison was made between present practices being followed in Carbon School District and those recommended by the review of the literature and the State Board of Education.

Suggested recommendations were then made upon the basis of this study toward the improved use of teacher aides in the Carbon County School District.

Definitions of terms

**Teacher aide.** A person who works under the direction or supervision of a professional educator on tasks that he is assigned. This person may also be referred to as a para-professional or auxiliary personnel. (Utah State Board of Education, 1968)

The following are classifications of teacher aides:

**Clerical aide.** A person who would perform only clerical and secretarial duties under the direction of a professional teacher. Clerical and secretarial duties may be assigned to him. (Utah State Board of Education, 1968)

**Instructional aide.** An aide who would perform instructional tasks under the direction of a professional teacher. If qualified could assume the duties of a clerical aide. (Utah State Board of Education, 1968)

In this paper, the term teacher aide will be a broad term encompassing para-professional and auxiliary personnel who perform tasks to assist the classroom teacher.

**Selection.** The method (or methods) used by the school district by which a person is chosen to be employed as a teacher aide.
Preparation. The training a person has obtained before and after becoming an aide.

Utilization. Assigned duties the teacher aide performs while working under the direction of the professional.
CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

In recent years, much has been written about the use of teacher aides in the classroom. What has caused the recent upsurge of interest in and emphasis on the use of auxiliary personnel?

Bowman and Gordon (1966) stated that several social, educational, and economical factors have contributed to a sharp increase in the number of auxiliary personnel employed in schools. Those factors listed were:

1. The expanding need and demand for school services.
2. New dimensions in educational concepts and technology required a more complex role for teachers.
3. Acute shortages of professionals to meet these needs.
4. The availability of federal funds for employing non-professionals.
5. A heightened awareness of the special learning needs of all children.

Based upon the studies made by the Bank Street School, the assumption that there was an educational advantage to be gained from the use of teacher aides in the classroom was put to the test beginning in the late 1950's. Jacobson (1968) stated as a result of this experience, that many teacher aide programs were begun in various cities and rural areas, so that by 1967 more than 100,000 teacher aides were employed.

Much of the initiative for school districts to utilize aides has come from federally supported programs. The Elementary and Secondary Education Act of 1965 and the Education Professions Development Act (E.P.D.A.) of 1967 provided federal funds to employ and train teacher aides.
The literature reviewed indicated considerable progress had been made in the use of teacher aides and points out the need for selection, preparation, and effective planning for their utilization.

Selection

The most effective method (or methods) of selecting the best available personnel to fill the positions of instructional aides could begin by screening people who seem capable of relating well to children and adults and able to follow directions effectively.

The Utah State Board of Education (1968) has prescribed in its bulletin of guidelines, "Aides for Utah Schools," that instructional teacher aides should be selected on the basis of:

1. A completed application form including:
   a. Personal information
   b. Training
   c. Experience
   d. Recommendations

2. An interview with both administrator and teacher.

3. A test of competency in the area of work if deemed necessary.

4. Successful completion of a reasonable trial period of work.

According to Bazeli (1969), teacher aides ought to be confined, where possible, to the applicants living within the boundaries of that school district. The advantages are that the aide will help interpret the problems of the community to the teacher and reversely, will help the community members understand the goals and purposes of the school.

The literature indicated a multitude of methods as to where and how to select teacher aides and evolves with the individual school or system.

Training

Another phase in the use of teacher aides was that of training. Because of the very nature of the role in which they were to play, proper and adequate training prior to and concurrent with their assignments had
to be initiated. Schipp (1967) points out that if the aide's role is, in fact, to aid the professional and free the teacher from non-instructional tasks, great emphasis should then be placed on the pre-service and in-service training of aides.

Henoch (1968) points out that the critics of the teacher aide program always point to the relative lack of academic and clerical preparation of the teacher aides. Until the new amendments to the Elementary and Secondary Education Act were passed by the 1967 Congress, most of the aides being used had received little or no training at all. According to these crucial new amendments, local educational agencies using educational aides had to set forth well-developed training plans. As a result of this, numerous training programs were developed throughout the country. Even though specific training suggestions are dependent on the tasks to be performed, there is a consensus in the literature on what constitutes basic training. According to Alspaugh and Keer (1971), and Stevens (1969), another basic conclusion cited by the literature was that not only does the teacher aide, but also the teacher, need training if there was to be successful performance.

Johnson (1967) reported that the school system should provide aides and teachers some training and orientation as a team.

The guidelines established by the Utah State Board of Education (1968, p.6), suggest a nine-point program for prospective aides orienting them to:

1. District policies that will apply to them.
2. School policies that will affect them.
3. The educational program of the unit in which they will work.
4. Ethical and legal implications of their work.
5. Their relationship to professional personnel and organizations.
6. Their relationship to students and patrons.
7. The duties they will be expected to perform.
8. The limitations of their responsibility.

Although various states and school districts have established minimum preparation requirements for teacher aides, the National Education Association stresses strongly that the main consideration in the development of a training program is to provide the necessary knowledge and skills for both teachers and aides to assure compatibility and a common goal, that of providing the child with improved classroom instruction. (Anonymous, National Education Association Research Division, N.E.A. Research Bulletin, 1970)

Utilization

The last factor relating to the teacher aide is that of utilization. This area has also received considerable attention. Despite this attention, their function is still somewhat ill-defined.

Henoch (1968) claims that since the first "teacher helpers" were employed back in 1942 as an emergency measure because of the shortage of professional teachers during the war, opinion has been divided about the utilization of teacher aides in the school.

Arcement (1969) stated that the basic educational principal behind an aide program is reinforcement. The aides do not teach; they reinforce what has already been taught thus helping the teachers provide for individual differences.

Alexander (1968, p.25), in reviewing the authority of teacher aides, stated that teacher aides are not authorized to perform instructional duties or to teach according to state certification laws.
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.

The guidelines for the state in "Aides for Utah Schools" (1968) classify aides into three general categories: instructional aides, clerical aides, and service aides.

Service aides perform only basic monitoring and housekeeping tasks under the direction of a professional, such as: playground, hall, or lunchroom supervision, distribution of supplies and equipment, and putting up pre-planned bulletin boards. (Utah State Board of Education, 1968)

Clerical aides perform only clerical or secretarial tasks, such as: typing, mimeographing, collecting money, and correcting objective tests. These aides would not perform any instructional tasks. (Utah State Board of Education, 1968)

Instructional aides perform actual instructional tasks under the direction of a professional, such as: reading to students, preparing instructional and audio-visual materials, and assisting students individually. They could assume the duties of a clerical aide as well if qualified.

Rioux (1965), and Brighton (1970), also list various kinds of aides and duties into several categories or classifications.

This writer, for the purpose of this paper, will deal with two aide categories as specified by the Utah State Board of Education (1968). These categories are clerical aide and instructional aide.

Detailed listings of aide duties are numerous and flexible. The duties of an aide should be performed in accordance with their previous
training, work experiences, educational background, personality, ability, and preparation. Henderson (1967) discourages the listings of tasks that aides can and cannot 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.

The Department of Classroom Teachers, National Education Association (1967) presented a report, "The Classroom Teacher Speaks on His Supportive Staff," in which a comprehensive listing was presented outlining the jobs which could be done by para-professionals. They were very similar to most of the literature reviewed. This report presented an apparent consensus of the teachers that the schools must provide some degree of success for everyone, that they must offer a program meaningful to every child and youth, and that of a new role for the schools and a need for a new concept of school organization. Teachers must have a team of people working with them to relieve them of some of their non-teaching duties if they are going to have time to perform successfully their primary task: teaching.

Venn (1967) stated that, "Only when the classroom teacher becomes the nucleus of a group of professionals and para-professionals who work with him in educating children, only when he is looked upon as the key professional person in the education of children, utilizing and coordinating the talents and contributions of a supportive staff, will the schools be able to provide all the children with the education they must have to be contributing members of society."
CHAPTER III
PRESENTATION AND ANALYSIS OF DATA

Presentation of data

The subject of this study represents two groups of educators. Group one consisted of 18 principals, assistant principals, and district supervisors. Group two consisted of 25 teachers from both the elementary and secondary schools. All of the above participants were employed by the Carbon County School District.

The group was selected because of their involvement in the use of teacher aides. They were to provide data pertaining to the selection, training, and utilization of teacher aides in a rural school district.

The investigator sent questionnaires designed to provide data as to how teacher aides were selected, trained, and utilized in the county. Because of the personal contact made by the investigator, all of the questionnaires were returned. The return constituted 100 percent of the total mailing to the original respondents. After the questionnaires were returned, they were computed on a frequency distribution according to each question on the questionnaire. Table One shows the number and percentage of questionnaires that were completed and received.

The study instrument, which was completed by the participants, consisted of nine major categories. Each category having several questions considered to be important in collecting data relating to teacher aides:

1. The personal characteristics of teacher aides.
2. The performance rating of teacher aides.
3. The educational and social classification of teacher aides.
4. The skill rating of teacher aides.
5. The adaptive skills of teacher aides.
Table 1. Number and percent of questionnaires completed and received on teacher aides as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Original Number</th>
<th>Total Return</th>
<th>Percent</th>
<th>Completed Return</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Administrators</td>
<td>18</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>43</td>
<td>100%</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>
6. The special considerations of teacher aides.
7. The performance of assigned tasks as well as the teacher.
8. The college training or schooling of teacher aides.
9. The time spent on certain activities by teacher aides.

The design of the questionnaire was intended to provide certain information about the selection, preparation, and utilization of teacher aides. Each part of the questionnaire provided different information pertaining to specific parts designated in the questionnaire.

Table Two identifies the personal characteristics of the teacher aides in the Carbon County School District. Of the principals reporting, 48 percent rated the teacher aides high on personal characteristics, 44 percent, medium; and 8 percent, low. Of the teachers reporting, 54 percent rated the teacher aides high on personal characteristics, 20 percent, medium; 22 percent, low; and 4 percent reported they didn't know.

The data in Table Three shows that 56 percent of the principals felt that those aides that were assigned to their schools would perform excellently as a future teacher aide, 31 percent indicated good, 13 percent, fair; and none, poor. The teachers responded by indicating 56 percent, excellent; 20 percent, good; 8 percent, fair; and 16 percent, poor.

The data in Table Four indicates the educational and social classification in terms of seven categories on a performance basis. The principals rated 45 percent, excellent; 48 percent, good; 6 percent, fair; and 1 percent, didn't know. The category with the highest percentage, 78 percent on an excellent rating, was cleanliness of clothing. The teachers indicated that 43 percent performed on an excellent basis, 36
Table 2. Personal characteristics of teacher aides/as seen by teachers and administrators in Carbon School District.

<table>
<thead>
<tr>
<th></th>
<th>High Teacher</th>
<th>High Adm.</th>
<th>High Total</th>
<th>Medium Teacher</th>
<th>Medium Adm.</th>
<th>Medium Total</th>
<th>Low Teacher</th>
<th>Low Adm.</th>
<th>Low Total</th>
<th>Don't Know Teacher</th>
<th>Don't Know Adm.</th>
<th>Don't Know Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intelligence</td>
<td>56%</td>
<td>50%</td>
<td>53%</td>
<td>40%</td>
<td>50%</td>
<td>44%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4%</td>
<td>0</td>
<td>3%</td>
</tr>
<tr>
<td>Warmth</td>
<td>72%</td>
<td>44%</td>
<td>60%</td>
<td>16%</td>
<td>56%</td>
<td>33%</td>
<td>12%</td>
<td>0</td>
<td>7%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perceptiveness</td>
<td>52%</td>
<td>35%</td>
<td>45%</td>
<td>28%</td>
<td>47%</td>
<td>36%</td>
<td>20%</td>
<td>18%</td>
<td>19%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sense of Identity</td>
<td>44%</td>
<td>39%</td>
<td>41%</td>
<td>22%</td>
<td>50%</td>
<td>34%</td>
<td>17%</td>
<td>11%</td>
<td>15%</td>
<td>17%</td>
<td>0</td>
<td>10%</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>12%</td>
<td>24%</td>
<td>16%</td>
<td>11%</td>
<td>0</td>
<td>7%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cleanliness</td>
<td>84%</td>
<td>83%</td>
<td>84%</td>
<td>16%</td>
<td>17%</td>
<td>16%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Politeness</td>
<td>80%</td>
<td>83%</td>
<td>79%</td>
<td>20%</td>
<td>17%</td>
<td>21%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Passivity</td>
<td>14%</td>
<td>6%</td>
<td>10%</td>
<td>14%</td>
<td>53%</td>
<td>31%</td>
<td>54%</td>
<td>41%</td>
<td>49%</td>
<td>18%</td>
<td>0</td>
<td>10%</td>
</tr>
<tr>
<td>Brashness, Loud, Pushy</td>
<td>10%</td>
<td>20%</td>
<td>5%</td>
<td>10%</td>
<td>80%</td>
<td>14%</td>
<td>80%</td>
<td>0</td>
<td>78%</td>
<td>0</td>
<td>0</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators totals
Table 3. Performance of teacher aides as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Administrators</th>
<th>*Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Good</td>
<td>20%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Fair</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Poor</td>
<td>16%</td>
<td>0</td>
<td>10%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
Table 4. Educational and social classification of teacher aides on a performance basis as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Excellent *Comb.</th>
<th>Good *Comb.</th>
<th>Fair *Comb.</th>
<th>Poor *Comb.</th>
<th>Don't Know *Comb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Arithmetic</td>
<td>29%</td>
<td>22%</td>
<td>26%</td>
<td>21%</td>
<td>61%</td>
</tr>
<tr>
<td>Spelling</td>
<td>29%</td>
<td>44%</td>
<td>36%</td>
<td>21%</td>
<td>50%</td>
</tr>
<tr>
<td>Legibility of Handwriting</td>
<td>37%</td>
<td>33%</td>
<td>36%</td>
<td>50%</td>
<td>61%</td>
</tr>
<tr>
<td>Clarity of Diction</td>
<td>38%</td>
<td>44%</td>
<td>40%</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>Use of Proper Grammar in Speaking</td>
<td>34%</td>
<td>33%</td>
<td>33%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Use of Proper Grammar in Writing</td>
<td>41%</td>
<td>38%</td>
<td>40%</td>
<td>32%</td>
<td>56%</td>
</tr>
<tr>
<td>Cleanliness of Clothing</td>
<td>73%</td>
<td>78%</td>
<td>75%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Ability to Learn New Skills</td>
<td>61%</td>
<td>67%</td>
<td>64%</td>
<td>30%</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
percent, good; 7 percent, fair; and 14 percent, didn't know. The teachers highest category, 73 percent rated excellent, was the same as the principals.

The data in Table Five reveals that 68 percent of the teachers did not know what income strata the teacher aides held, but the principals indicated that 47 percent of the teacher aides were in the middle strata. Neither of the two groups indicated any aides at the bottom of the income strata.

The data in Table Six indicated how well the teacher aides learned a variety of skills. The principals revealed that in the area of skills, 45 percent rated on the excellent scale, 39 percent, good; 9 percent, fair; 2 percent, poor; and 5 percent, didn't know. The teachers indicated that the greatest area of improvement was recorded in clerical and office machines. The teachers also indicated that 41 percent rated on the excellent scale, 33 percent, good; 5 percent, fair; 5 percent, poor; and 16 percent, didn't know.

The data in Table Seven reveals the level of skills the aides had at the beginning of their training. Eight percent of the principals indicated they did not know. The teachers indicated that 51 percent did not know. Thirty-three percent of the principals felt that the level of skills which the aides possessed ranged from excellent to good. Four percent of the teachers indicated that the level of skills at the beginning ranged from excellent to good.

The data in Table Eight indicates the adaptability of the teacher aides. The principals indicated that 56 percent had high adaptability, and the teachers reported that 65 percent had high adaptability.
Table 5. Income strata of teacher aides as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>*Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottom of the Ladder</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lower</td>
<td>4%</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>Upper Low—&quot;Stable Working Class&quot;</td>
<td>12%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>4%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Middle</td>
<td>12%</td>
<td>47%</td>
<td>26%</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>0</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>68%</td>
<td>12%</td>
<td>46%</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
Table 6. Teacher aides' learning ability as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teach Adm. Total</td>
<td>Teach Adm. Total</td>
<td>Teach Adm. Total</td>
<td>Teach Adm. Total</td>
<td>Teach Adm. Total</td>
</tr>
<tr>
<td>Understanding the School System</td>
<td>36% 56% 43%</td>
<td>36% 38% 33%</td>
<td>23% 6% 16%</td>
<td>0 0 0</td>
<td>5% 0 8%</td>
</tr>
<tr>
<td>Running Office Machines</td>
<td>42% 56% 48%</td>
<td>46% 28% 38%</td>
<td>0 11% 5%</td>
<td>0 0 0</td>
<td>12% 5% 9%</td>
</tr>
<tr>
<td>Classroom Clerical Work</td>
<td>52% 56% 54%</td>
<td>22% 22% 22%</td>
<td>0 11% 5%</td>
<td>4% 0 2%</td>
<td>22% 11% 17%</td>
</tr>
<tr>
<td>Supervising Playground Cafeteria</td>
<td>35% 29% 33%</td>
<td>31% 53% 40%</td>
<td>4% 6% 5%</td>
<td>13% 6% 10%</td>
<td>17% 6% 12%</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>39% 28% 34%</td>
<td>31% 56% 41%</td>
<td>0 11% 5%</td>
<td>8% 0 5%</td>
<td>22% 5% 15%</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
Table 7. Teacher aides' skills at the beginning of training as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th></th>
<th>Excellent *Comb.</th>
<th>Good *Comb.</th>
<th>Fair *Comb.</th>
<th>Poor *Comb.</th>
<th>Don't Know *Comb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Office Machines</td>
<td>5% 47% 24% 29% 29% 14% 12% 13% 9% 6% 8% 43% 6% 26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Clerical Work</td>
<td>5% 35% 18% 24% 35% 29% 5% 12% 8% 4% 6% 5% 62% 12% 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision of Playground, Cafeteria</td>
<td>0 27% 11% 27% 33% 30% 9% 27% 16% 14% 7% 11% 50% 6% 32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>9% 31% 20% 24% 44% 32% 5% 13% 8% 9% 6% 8% 53% 6% 32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the School System</td>
<td>0 25% 11% 18% 38% 26% 23% 25% 24% 14% 0 8% 45% 12% 31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
Table 8. Adaptability of teacher aides as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th></th>
<th>High Teach.</th>
<th>High Comb.</th>
<th>Medium Teach.</th>
<th>Medium Comb.</th>
<th>Low Teach.</th>
<th>Low Comb.</th>
<th>Don't Know Teach.</th>
<th>Don't Know Comb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Try to &quot;Take Over&quot;</td>
<td>0</td>
<td>6%</td>
<td>3%</td>
<td>9%</td>
<td>16%</td>
<td>14%</td>
<td>72%</td>
<td>78%</td>
</tr>
<tr>
<td>From the Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78%</td>
<td>19%</td>
</tr>
<tr>
<td>Will Be &quot;Taken Over&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by the Teacher</td>
<td>5%</td>
<td>11%</td>
<td>8%</td>
<td>16%</td>
<td>33%</td>
<td>24%</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>Will Cooperatively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evolve Ways of</td>
<td>65%</td>
<td>56%</td>
<td>61%</td>
<td>19%</td>
<td>33%</td>
<td>25%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Being Helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
The data on Table Nine reinforces Table Eight in that it relates to adaptive potential. The principals responded by indicating that 61 percent of the aides would work well with almost any teacher. The teachers indicated that 80 percent of the aides would work well with almost any teacher.

The data on Table Ten reveals that 42 percent of the principals felt the teacher aides would handle problems calmly, and 49 percent of the teachers felt the same.

The data on Table Eleven revealed as to whether the teacher aides performed the assigned tasks as well as the teachers would. Eighty-five percent of the principals indicated that the aides did. The teachers indicated that 76 percent could perform the assigned tasks as well as teachers.

The data on Table Twelve was answered in the questionnaire by the teachers only. The Table shows non-supervisory duties performed most often by the teacher aides were library assistance followed by preparation of materials such as duplication of mimeograph materials. The non-supervisory duty performed least by teacher aides was audio-visual equipment.

The supervisory duties most often performed by teacher aides were classroom tasks followed by playground supervision. The duty performed least by the teacher aides was listed as other which represented maintaining the physical appearance of the room by keeping all areas neat and clean.

Write-ins on questionnaires

The following are written remarks observed in the survey that indicates your opinion as to what special abilities the teacher aides have that will contribute to their success as an aide.
Table 9. Reinforces Table 8 concerning adaptive potential of teacher aides as seen by teachers and administrators in Carbon School District.

<table>
<thead>
<tr>
<th>Will Work Well</th>
<th>Teachers</th>
<th>Administrators</th>
<th>*Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Almost Any Teacher</td>
<td>80%</td>
<td>61%</td>
<td>72%</td>
</tr>
<tr>
<td>With the Typical Teacher</td>
<td>0</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>With Only a Few Types of Teachers</td>
<td>20%</td>
<td>11%</td>
<td>16%</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
Table 10. Teacher aides' ability to handle problems as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th>Description</th>
<th>Teachers</th>
<th>Administrators</th>
<th>*Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Will Not Speak Up</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>b. Will Speak Up Before Thinking</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>c. Will Talk Things Out Calmly</td>
<td>49%</td>
<td>42%</td>
<td>46%</td>
</tr>
<tr>
<td>d. Will Lose Her Temper</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>e. Will Quit</td>
<td>0</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>f. Will Become Physically Ill, Tired, or Depressed</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>g. Will Work Things Out Without Talking Them Out</td>
<td>0</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>h. Will Melt Even the Hardest Heart</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>i. Will Retreat and Do Only What She is Told to Do</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>j. Will Create Problems Where None Exist</td>
<td>7%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>k. Would Harden Even the Softest Heart</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>l. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Combination of teachers and administrators
11. Teacher aides' ability to perform assigned tasks as well as teachers as seen by teachers and administrators in the Carbon School District.

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review same concepts taught by Teacher</td>
<td>71%</td>
<td>82%</td>
<td>78%</td>
</tr>
<tr>
<td>Provide supervised study time and adequate individual assistance to enable students to complete most of the assigned work on time</td>
<td>60%</td>
<td>92%</td>
<td>82%</td>
</tr>
<tr>
<td>Administer tests and other exercises as directed by the teacher</td>
<td>67%</td>
<td>82%</td>
<td>76%</td>
</tr>
<tr>
<td>Check tests and other assignments as directed</td>
<td>75%</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>Distribute and collect assignments and reports about student status as directed</td>
<td>100%</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Supervisory duties as directed</td>
<td>71%</td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td>General clerical as directed</td>
<td>81%</td>
<td>93%</td>
<td>87%</td>
</tr>
<tr>
<td>Use of audio-visual equipment</td>
<td>75%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Reparation of media materials and bulletin cards as directed</td>
<td>87%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>Other</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Combination of teachers and administrators
Table 12. Time spent on activities by teacher aides as seen by teachers in the Carbon School District.

<table>
<thead>
<tr>
<th>1. Supervisory Duties</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cafeteria</td>
<td>7.2%</td>
</tr>
<tr>
<td>b. Playground</td>
<td>8.8%</td>
</tr>
<tr>
<td>c. Halls</td>
<td>3.0%</td>
</tr>
<tr>
<td>d. Classroom</td>
<td>14.7%</td>
</tr>
<tr>
<td>(Monitorial, Non-Instructional)</td>
<td></td>
</tr>
<tr>
<td>e. Other (Physical Appearance)</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

| 2. Non-Supervisory Duties                   |                           |
| a. General Clerical                         | 10.3%                    |
| (Attendance, Typing, Record Keeping, Filing, Etc.) |          |
| b. Library Assistance                       | 28.2%                    |
| c. Audio-Visual Equipment                   | 5.5%                     |
| (Preparation, Projection, Care)             |                          |
| d. Preparation                              | 19.4%                    |
| (Duplication of Mimeograph Materials        |                          |
| e. Collection of Money                      | 2.4%                     |
| (Lunch Count, Funds, Etc.)                  |                          |
| f. Preparation of Bulletin Boards           | 1.8%                     |
| g. Errands                                  | 1.0%                     |
| h. Other                                    | 0                        |

| TOTAL                                       | 100%                     |
Most of the aides were listed by both the principals and teachers as being: capable, adaptable, intelligent, neat, quick, cooperative, mannerly, efficient, helpful, dependable, having a warm personality, desire, and good business skills. They all related well with others.

The other write-in on the questionnaire was, in your opinion, what special problems or difficulties do the teacher aides have that may contribute to their failure as aides. Both the principals and teachers responded as follows: excessive absenteeism, lacking self-confidence, unable to take criticism, uncooperative, unable to discipline, lacking initiative, and wanting to take over.

Analysis of data

Methods of selecting teacher aides. In Carbon County, the two local newspapers were contacted and a comprehensive article was published to identify the project. The local radio station was also contacted in which a taped interview was made with the project director and played twice daily for five days on the local news program.

A special application form was made and all applicants interested had access to the applications at the Carbon County Administration Office. Forty-nine applications were returned. Of this number nineteen would be selected. Qualities looked for included such things as: marital status, schooling, special interests, work experience in reference to working with children, specific skills, and references.

All the applicants were personally interviewed by a panel of three principals who had a considerable amount of previous experience with teacher aides.

At the conclusion of the interviews the panel then, after careful consideration, selected the nineteen participants.
In comparing the recommendations made by the Utah State Board of Education for selecting teacher aides with the present practices for selecting aides in the Carbon County School District, all evidence indicates that the guidelines prescribed by the Utah State Board of Education are being followed in that an application form and an interview are being used as the method of selection by the school district. The only deviation from the guidelines is that the interview should consist of both administrators and teachers. The teachers were not involved in the selection.

Preparations possessed by teacher aides. In Carbon County, the first portion of the teacher aide training program was to enlighten the participants on the child, the child's growth and development, and the clerical skills required in a school environment.

Six college courses were set up in cooperation with the College of Eastern Utah to achieve the above objectives. The following table is a summation of the classes:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number Taking</th>
<th>Grades</th>
<th>College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>17</td>
<td>773</td>
<td>4</td>
</tr>
<tr>
<td>Basic Communications</td>
<td>10</td>
<td>262</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>9</td>
<td>333</td>
<td>5</td>
</tr>
<tr>
<td>Intermediate Typing and Office Machines</td>
<td>18</td>
<td>6120</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>2</td>
<td>200</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Educational Media</td>
<td>19</td>
<td>1162</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313410</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Possible Credits
Of the nineteen participants, 41 percent received A grades, 45 percent received B grades, and 13 percent received C grades.

### Educational Background of Trainees

<table>
<thead>
<tr>
<th>High School Graduates</th>
<th>One Year College</th>
<th>Two Years College</th>
<th>Three Years College</th>
<th>Four Years College</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

At the beginning of the 1971 school year the trainees were assigned to various schools within the district. Each assigned to select teachers who in most cases had prior experience with teacher aides.

Each assigned teacher was given a pre-orientation session to make sure they understood the program and the role they were to play in it.

The aides were then brought into the school buildings.

The guidelines of the Utah State Board of Education recommend that a prospective teacher aide has "a minimum of two years of college or specialized training, a degree or demonstrated competence in the subjects or areas where assistance is rendered, and demonstrated ability to work with students successfully."

According to the data presented, the highest percentage (56 percent) of the aides had attained a high school diploma, and the remainder of them had from one to five years of college. The aides were placed in a special training program despite their educational background with the contention that special preparation is necessary to be a successful aide regardless of educational background.

Utilization of teacher aides. The results of the questionnaires reveal in Table 12 that the teachers indicated the non-supervisory duty performed most often by teacher aides was library assistance. According to the same Table, the supervisory duty most often performed by teacher aides was monitorial work in the classrooms.
In comparison, the guidelines of the State Board of Education indicate the teacher aide could perform instructional tasks under the direction of the teacher. The teacher aide would perform treatment tasks only as directed by the teacher.
Summary

It is apparent that the present school teacher is being enslaved with technical and clerical duties which could be performed by others.

Teachers need help in the classroom since all too many schools are overcrowded and understaffed. If teachers do not have time to deal effectively with all the responsibilities of teachers, it is feasible that another competent adult could assume some of the detail work and responsibilities that the professional teacher could delegate to him. This would free the teacher for more teaching opportunities to hopefully develop greater mastery of subject principles by the students.

Schools are now on the threshold of facing problems involved with the use of teacher aides. If schools can benefit from teacher aides, then careful study must be made of utilization of aides in small, rural districts as well as large school districts.

In 1968, the Utah State Board of Education established guidelines relating to the selection, training, and utilization of aides. At that time, no comprehensive study had been made in Utah to analyze how aides were selected, trained, and utilized. Since then, several studies have been made relating to only elementary schools in Utah.

Further study and clarification are necessary especially in rural districts before the ultimate benefit can be derived from aide programs.

The purpose of this study, therefore, was make an analysis of the following:
1. Review of the literature pertaining to the selection, training, and use of aides.

2. Analyze how aides are being selected, trained, and used in the Carbon County School District.

3. To examine the Utah State Board of Education Teacher Aide Guidelines to determine if they are applicable to the Carbon County School District.

To obtain information to complete the goals of this paper, a questionnaire was given to every principal and teacher in the Carbon School District who had been assigned a teacher aide during the 1971-1972 School Year. The questionnaires were tabulated, and the results recorded on charts. Comparisons were made between present practices being followed in the selection, preparation, and utilization of teacher aides and the procedures prescribed by the Utah State Board of Education.

Conclusions

An analysis of the results from this study seem to justify the following conclusions:

1. Both the principals and the teachers rated the teacher aides high on personal characteristics (51 percent).

2. Both the principals and the teachers believed that 56 percent of the aides assigned to their schools would perform excellently as future aides.

3. Both the principals and the teachers believed that 43 percent of the aides' educational background was excellent to perform assigned tasks.
4. The principals and the teachers (40 percent) indicated that they did not know what income strata the teacher aides occupied.

5. The principals and the teachers indicated that 39 percent of the teacher aides learned a variety of skills excellently.

6. The principals and teachers indicated that most of the aides had a good line of skills at the time of their employment.

7. Both the principals and the teachers indicated that 61 percent of the teacher aides had high adaptability.

8. Both the principals and the teachers indicated that 71 percent of the aides performed assigned tasks as well as the teachers would.

9. Most of the aides continued improving themselves and working towards professional status.

10. A procedure had been established in the selection of the aides, that of an application and personal interviews.

11. Most of the teacher aides had at least a high school diploma.

12. All of the teacher aides were trained in a college environment with prescribed classes prior to being placed in a school environment.

13. The teachers assigned responsibilities to the teacher aides.

14. Supervisory duties performed most often by teacher aides were: classroom, monitorial non-instructional duties.

15. The non-supervisory duty most often performed by teacher aides was preparation of materials.

16. The teacher aides freed the professional teachers from some routine tasks.

17. The value of the work performed by the aides was limited.
Recommendations for improvement

In order to insure desirable selection, preparation, and utilization of instructional teacher aides, the author recommends the following:

1. There should be weekly planning sessions with aides and teachers.

2. There should be a sufficient period of instruction, training, and orientation for the aides in order to better prepare them to carry out their responsibilities relating to discipline and classroom management.

3. The teacher and aide should work in the same room or at least in close proximity to one another so that they may more closely correlate their activities and the teacher may provide closer supervision of the aide.

4. Better utilization of the aides should be made, especially after they have been so carefully selected and trained.

5. The elimination of the fear that teachers have relating to the use of teacher aides. How?


7. Change the college course outlines to better meet the needs of the aides relating to techniques of modern teaching such as in the math area.

8. Provide more training in the use of the library with reference materials and compiling units.

9. More emphasis be placed on the use of trainees on a secondary level.

10. Allow the aides to attend at least half of the staff meetings on an informal basis so they can get involved in the discussions.
11. Use more motivating techniques so the aides will further their education towards a professional level.

12. Develop a school public relations class on a college level to allow better rapport with the parents and community.

13. The prospective teacher aide should be interviewed by the principal and teacher or teachers to whom the aide would be assigned.

14. High institutions should establish an instructional program designed for teacher aides. Training should include study in child development, orientation toward educational ethics, and the aims of public education.
LITERATURE CITED


Rioux, J. William. 1965. Here are 14 ways to use non-teachers in your school district. Nation's Schools 76(6):42


Utah State Board of Education. 1968. Aides for Utah Schools. Division of Teacher Personnel, Salt Lake City, Utah. 10 p.