A Descriptive Study of the Role of the Teacher Aide in the Home Economics Classes of the State of Utah

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A DESCRIPTIVE STUDY OF THE ROLE OF THE TEACHER AIDE IN THE HOME ECONOMICS CLASSES OF THE STATE OF UTAH

by

Carol Zeneth Israelsen

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

Home Economics Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1971
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Special appreciation is given to Mrs. Marie N. Krueger, Head of Home Economics Education, College of Family Life, Utah State University, who gave encouragement and assistance so willingly.

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To those who participated in the correspondence surveys, interviews and questionnaires related to this study, special thanks is extended.
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ABSTRACT

A Descriptive Study of the Role of the Teacher Aide in Home Economics Classes of the State of Utah

by

Carol Zeneth Israelsen, Master of Science

Utah State University, 1971

Major Professor: Mrs. Marie N. Krueger
Department: Home Economics Education

The definition of aide for this study was a non-certified person in the classroom who aids and assists the professional with non-related tasks.

The present role of the teacher aide in Home Economics was described and suggested guidelines for future aide utilization were proposed.

The study was conducted in three phases: 1) Personal Interviews were conducted of three teacher aides and two teachers presently employed in Utah. 2) Correspondence with fifty program directors or teachers using aides in other states. 3) Time-Activity analysis of 12 junior and senior high Home Economics teachers.

Instruments used were: 1) A twelve item interview for teacher aides, and 2) A twenty-two item interview for teacher aides,
3) A fifty-two item questionnaire form was formulated by the writer.

The findings of the thesis are: 1) It was found that teacher aides were not used extensively in Home Economics classes in Utah or throughout the United States. 2) No provision is made for educational training or a career ladder. 3) There is no role definition for the aide in the present program. 4) The aide program has received positive acceptance by the teachers, professional staff and students involved in the program. 5) Careful selection, open communication and role definition were suggested as determinants of successful programs.

(85 pages)
INTRODUCTION

Statement of Problem

In the past the only key to the classroom door has been a college diploma and a teaching certificate. Leaders in education are now proposing the idea that a professional certificate is not required for a person to perform all of the activities which are carried on behind that classroom door. Teachers must spend at least four years and a considerable amount of money in training for a professional certificate; yet, because of the non-professional requirements in a classroom, they have very little time to exercise their professional training (33).

The creative expression of a teacher is often stifled by the non-creative tasks in which he is involved. According to Vera C. Weisz, "In the face of forms, bookwork, etc., many teachers are forced to shelve plans for fresh imaginative approaches to material. Because of this an alarming number of able students leave the profession each year and fewer talented young people are attracted to teaching" (33, p. 2).

Professor Stanley L. Clement says:

We strive to improve the quality of preparation for the teaching profession, yet we ask teachers to perform
duties far beneath their level of training. We advocate higher teacher salaries, yet assign our able teachers to tasks that could be done by people with far less ability. . . . We seek to raise the professional status of teachers yet keep them performing duties hardly professional in nature. . . . We strive for good teaching morale, yet we keep teachers dissatisfied by requiring that they perform duties which they dislike (but others might enjoy doing). We want teachers to be creative—to experiment, to improve—yet we keep them bored by clerical work. . . . It is only common sense to place people at the level of their best talent. This appears prevalent in business and industry, but seems lacking in education." (4, p. 54)

Not enough time remains to do what professional teachers should do. Keep up with development in individual subject field, plan and prepare lessons, develop imaginative instructional materials, and improve evaluation of student work. Lack of time for professional work damages professional pride. About a third of a teacher's day goes to clerical and sub-professional tasks, another third to work that could just as well be done by various kinds of automated devices. A situation that provides only a third of a day for performance of work he is trained to do—and finds satisfaction in doing—contributes little to the morale of a talented, conscientious teacher. (31, p. 50).

Mr. John Gordon says that if teaching is ever to become the high calling that it should be and merit the higher financial allowance that the profession is seeking then the profession should talk less about curtailing the role of the teacher. He proposes that the profession should be expanded to include more tasks which are socially and professionally significant. This would be possible if the routine and machine-like tasks could be eliminated from the role of the teacher (14).

The National Education Association has recognized many innovations designed to further educational opportunities. The NEA Journal published in October of 1970 stated the objectives and
recommendations of the Association for the professional organization. One innovation holding great promise for better utilization of teacher time, efforts, abilities, and training was differentiated staffing in which the teacher aide plays an important role (19).

Research has shown the need for a non-professional in the classroom to assume many of the essential, but non-professional tasks. The needs of the teachers, administrators, and students are not, however, the same in all areas of the country. Some areas have led out in designing programs to fit their needs. These programs can serve as guides but each area should research the needs of the individuals involved in the proposed programs. Carol Rittenhouse indicates that the variation of legal requirements in educational environments and in local needs makes it impossible to write job descriptions or role responsibilities for all situations (27).

The programs reviewed by the researcher for this paper were diverse in origin. Most of the current research has been done in the elementary grades, although the use of teacher aides in secondary schools is increasing. The secondary level literature does not indicate the curricular area in which the aides are involved. Therefore, the literature which is reviewed deals with general programs and not specific curricula. The basic principles established in research do, however, apply to all levels of education.

The inclusion of the teacher aide must improve the standards and output of the educational system; it must not degrade the already
existing program. Professional standards must be maintained. According to Kenneth Connell, four approaches may be used in considering the teacher aide program.

1) What are the approaches being used by other states to the program?

2) What is the legal status of the teacher aide in each state?

3) What will be their use and training?

4) What are the attitudes of the professional associations toward their use (16)?

The majority of the research conducted in this area over the last ten years establishes the need for the teacher aide. Teacher aides have been used extensively in elementary education. Although utilization of the aide is on the increase in secondary education it is still somewhat limited. The Journal of Home Economics, February 1970 (17) devoted the entire publication to proposed teacher aide utilization. Research dealing with teacher aide programs in Home Economics Education, however, is very limited. Since no research has been done concerning the use of the aide in Home Economics in Utah, this was therefore, an area of definite need.

The college of Family Life at Utah State University is considering the adoption of a two year training program for the paraprofessional teacher aide. This descriptive study is designed to define the teacher aide role as the first step in consideration for this potential program.
Objectives

The purpose of this thesis is:

1) To describe the role which the teacher aide assumes in Consumer and Homemaking classes in Utah.

2) To suggest guidelines for the future utilization of the teacher aide in the Consumer and Homemaking classes in Utah.

Sources of Data

The following areas of study were conducted to achieve the objectives of this thesis:

1) Personal interviews of two teachers and three teacher aides presently employed in Homemaking classes in Utah.

2) Correspondence with existing teacher aide projects in Home Economics programs of other states to determine their uses of the teacher aide.

3) An analysis of the time spent by six high school and six junior high school teachers in Utah on various activities related to classroom responsibilities which could be assigned to a teacher aide.
REVIEW OF LITERATURE

Research studies in the area of teacher aides in education have been conducted more frequently on the elementary level than the secondary level. The basic principles established in the research, however, apply equally well to both levels.

Terminology

Many terms are used to define similar roles of the teacher aide. Paraprofessional, lay assistant, non-professional, teacher's helper, assistant teacher, remedial assistant, or auxiliary personnel are all used to define the characteristic function being considered in this study.

Carl Rittenhouse says, "The term 'paraprofessional' connotes functions formerly performed only by teachers which can be performed under close professional supervision. It includes functions more than merely routine duties" (26, p. 1).

Robert Huyck says the teacher aide is a non-certified person from the school's community who relieves the teachers of clerical and non-professional duties so that they may concentrate on instructional activities (16).

Colorado's code for teacher aides reads, "Aides should be
permittted to do anything not requiring a professional in either training or judgement" (30, p. 7).

According to Nerenberg, the term "auxiliary personnel" is used to denote employees who, though lacking the traditional requirements for the education profession, perform auxiliary functions as defined by Webster's New World Dictionary; i.e., they "help, assist, and give aid and support" to the learning-teaching process. Some feel this is a more positive term than non-professional or paraprofessional and more inclusive than teacher aide since the latter generally refers to the entry level alone and not to assistants and associates. It also only pertains to one type of educational function--teaching--and not to such other functions as counseling or library services (21).

Since the purpose of this study is to specify the role within the Home Economics classroom, the researcher has chosen to use the term "teacher aide." "Teacher aide" is used in this study in its broadest form--a non-certified person in the classroom who aides and assists the professional with non-professional tasks. The term would be inclusive of all career levels.

Need for Teacher Aides

Dr. James L. Olivero indicated that some of the myths which influence the present educational system are as follows:

1) All students are capable of attaining equal levels of academic and social achievement.
2) All children are not alike—they differ in abilities—but they are all handled the same.

3) Children learn most effectively by lecture methods.

4) All children have the same needs (22).

Schools become barriers by making operational assumptions about how children learn and how teachers teach that negate the idea of the school as the gateway to opportunity. The present school assumes that all children and teachers are equal by making no structural provisions for the differences among either. Learners, regardless of motivation, past environment, or family differences, are put through the same hoops in the same size instructional groups for the same periods of time. Who is different in the organization? All teachers likewise are assumed to have the same talents and responsibilities and therefore are utilized in exactly the same manner, whether they have taught twenty years, whether they possess a bachelor's, or a master's degree, whether or not their career ambitions or motivations are different. On one hand we profess that advanced training and experiences on the job make a better teacher, and so we pay teachers more for this training and experiences. On the other hand we fail to utilize this same training and experience in the school by differentiating teaching responsibilities. (11, p. 4-5)

Consideration should be given to the cost associated with having the professional staff perform various duties. Some duties might well be handled by less professionally trained personnel for a lower cost to the school district. The tax payer's dollar is, therefore, used both more effectively and more efficiently (6).

Teacher Role and Attitude

A number of diverse functions are incorporated in the role of a public school teacher. The teacher is an educator by profession,
but he is also his own clerk, custodian, operator of audio-visual equipment and an audio-version of a printed book (24).

Despite this, the teacher seems to feel the most threatened by inclusion of the teacher aide in the classroom. Weisz states that the reason for the teachers' strong objection is that they feel their role as a professional person is being challenged or threatened. The inclusion of the teacher aide does necessitate the redefinition of the professional role. It should, however, be regarded as an improvement to their professional status rather than a challenge or a threat to it (33).

The teacher's fears of the aide program originate from either misinformation or from programs which are improperly conducted.

Teachers have often shown great concern when the subject of aides is broached because they fear that aide programs will be used to give them primary responsibility for larger number of pupils and, therefore, increase rather than decrease the amount of work they must perform. They have also been concerned about being downgraded professionally by having another adult in the classroom doing jobs for which the teacher is uniquely qualified and has been trained at great time and expense. Most teachers are not accustomed to supervising other adults and they are often concerned that they will not be able to keep the aides busy. Since aides usually are hired from the immediate school community, teachers often feel that they may discuss teaching deficiencies, which they are not competent to assess, with other community members, thus bringing about unfair judgements of the teacher's ability. (25, p. 12-A-1)

"In theory at least, schools of education turn out teachers who are able to arrange the formal learning environment in such a way that the goals of instruction are met" (12, p. 237). Therefore, Esbensen says the aide should be able to perform limited instructional tasks under the supervision of the classroom teacher.
Attitudes of Teacher Aides About Their Role

In order for the aide to function well under the program and to benefit the school district, the teacher, and the students, he must be dedicated to the cause of education and must feel pride in his assignment. Lunneborg suggests that teacher aides should be trained and prepared even beyond the required training of the average teacher in order to carry out their assignments well (i.e., specialists in typing, instructional media) (18).

Teacher aides are serious about their jobs: "... aides see themselves not as extraneous and temporary adjuncts to their school system but as an integral part of the system, important to its goals and objectives" (10 p. 7).

Lunneborg expresses the feeling that the educational system is building into the teacher aide a discontent for his position. By expressing responsibilities in the classroom in terms of professional or non-professional, the attitude is built that the professional is the best and the non-professional is less desirable. Thus these positions are often treated as "mere jobs" or as "contemptible" (18).

One can't help but feel the disadvantaged are being exploited again by having the nonprofessional and essential jobs for which they can be trained debased. It is as if new career theorists would replace hopelessness and despair with a ranking, unrealistic sense of personal dissatisfaction and frustration for never having advanced far enough. (18, p. 10)
Need for Aides in Utah

In a thesis completed by Jessie A. Slade in 1970 some selected recommendations for Home Economics classes in Utah substantiating the need for teacher aides are paraphrased as follows:

1) Teaching loads of Home Economics teachers should be reduced to provide opportunity for teachers to present well-planned quality lessons.

2) Consideration might be given to reduction of total time spent by the teacher in classroom instruction.

3) Paraprofessionals might certainly be trained and used in caring for laboratories, ordering supplies, having equipment repaired, and carrying out similar responsibilities.

4) Clerical help should be provided for each teacher so that she is freed from countless hours of typing and duplicating materials.

5) Preparation of visuals, samples, and other learning materials is time consuming. If the teacher is responsible for message design as well as technical production, either nothing is done or both are done poorly.

6) The total work week with students of Utah teachers should be reduced by six to eight hours or reduced so that teachers feel they have time to do the kind of teaching they know how to do.
7) Research on effectiveness of using paraprofessionals for carrying out various duties in Home Economics departments might also be suggested (28).

**Necessity of a Role Definition**

Defining the boundaries within which the teacher aide can function is essential for the smooth and proper running of the program as well as for the peace of mind of all those participating. Having a teacher aide should in no way lower the professional standards of the school system.

There is some concern that overzealous or harried administrators or teachers may over utilize the teacher aides in violating of state statutes, Board of Education policy, or employee agreements. It is also possible that under-utilization of the teacher aides may result unless the teacher and administrator have a clear understanding of the teacher aide role. (13, p. 11)

**Role Tasks**

The first problem faced in using teacher aides is to define their role tasks. Harold E. Coco has defined four task areas in relationship to the aide. These are clerical, housekeeping, non-instructional and instructional (5).

The problem originates in distinguishing between instructional and non-instructional responsibilities. There is a "... wide divergence of ideas ranging from the belief that everything connected with
the educational system is instruction, to the belief that only the specific and new academic material taught in a classroom is instructional..." (29, p. 3)

Harold E. Coco has made a concise definition of the instructional, non-instructional tasks as follows:

1) Instructional duties involving direct contact with students.
2) Instructional duties which involve no direct contact with students.
3) Non-instructional duties involving direct contact with students.
4) Non-instructional duties which involve no direct contact with students. (5, p. 2)

It is impossible and unreasonable to assume that the responsibilities of the aide can be defined minutely. The teacher aide's skills, subject matter knowledge, and classroom experience all influence the aides adaptability in the classroom (13).

**Results of Current Teacher Aide Programs**

The mere presence of the auxiliaries does not add materially to the education of the children. The introduction of the aide into the classroom is no magical positive guarantee of change. Irrelevant curriculum can still be taught and classes can go on being lifeless, dull and boring. The use of aides, however, should make a difference in three existing needs of the school system: a) equalization, b) individualization, and c) humanization (7, p. 2).

In general, surveys have documented the rapid and widespread acceptance of teacher aides and other auxiliary personnel in the
Once initial resistance and misunderstandings concerning the role and position of the paraprofessional are cleared away the aide is quickly assimilated into the educational scene.

... We are less likely to make the mistake of assuming that the introduction of auxiliaries will be confined in impact to the particular professional(s) to whom they are directly responsible. The introduction of auxiliaries on a large scale can be expected to work, major, and fundamental changes upon the fabrics of how public education is administered and conducted in terms of how work is actually performed. The introduction of auxiliaries has already triggered a degree of self-awareness and role examination that was unheard of in education over a decade ago. (6, p. 15)

Aides are introduced into the classroom as an innovative technique to provide the method and the motivation to keep teachers updated, and to improve the teaching atmosphere. They should not be introduced with the idea of perpetuating the past one hundred years of education (6).

A survey conducted by the NEA Research Division revealed that only about one in five public school teacher (19%) has assistance from an aide. It was reported that "most teachers do not have teacher aides but those that do find them to be of substantial assistance and those who do not, would like to have them." Teachers felt, however, that the teacher aide program should not have precedence over the improvement of professional salaries. Forty-eight percent of the teachers in the NEA sample favored dividing additional money between teachers and aides. Forty percent favored devoting the full amount to teacher's salaries (15).
In a survey of 4,000 teachers in the District of Columbia, 2,344 of them ranked teacher aides first on a list of suggestions for making their jobs easier. In Minneapolis, after school districts had used teacher aides for a few years, the demand for them far exceeded the available supply of trained aides (29). The Detroit Pilot program rated thirty-nine out of forty of their teacher aides presently used in the public schools as effective in their role assignments (13).

During a five year study conducted by Vera C. Weisz, observers used stop watches to map out a teacher's typical day in the classrooms of twenty-five schools. Teacher aides were then introduced into the classrooms of the same teachers. With the use of aides, time spent in correcting papers was reduced eighty-nine percent; enforcing discipline, thirty-six percent; taking attendance, seventy-six percent; supervising writing lessons, eighty-three percent. With the time saved by not doing the non-professional tasks in the class, the teacher had an increase in time to spend on lesson preparation, one hundred and five percent; recitation; fifty seven percent; preparation of assignments, twenty percent; and individual contact with the students, twenty-seven percent (33).

The use of the teacher aide in the classroom has at least four benefits:

1) The use of aides leads to a healthy reexamination of the roles of all teachers and school personnel (8).
2) Aides make it possible for teachers to do those things with students that improve the learning process (24).

3) Including an aide in the classroom provides another method of recruiting, introducing, and training people who serve education (24).

4) The role of an aide provides income, a feeling of self-worth, pride, and a link with the community for the person serving as the aide (24).

Parents have become the greatest supporters of the aide program in areas where it has been used effectively. Results of the improvement of the professional staff in relationship to diagnostic teaching has been recognized by the community and in some areas the parents are the pushers of the program (3).

In California one of the school systems evaluated its aide program. The top rated categories of effectiveness in the teacher aide program were: added instructional time for teachers, improvement of pupil learning skills, and reduction of discipline problems (27).

Most surveys show clerical tasks to be very high on the list of duties performed by the aide. Teachers and administrators were asked, however, if they felt aides should be given responsibilities other than clerical tasks in the classroom. Fifty percent said yes, thirty-eight percent said no, and twelve percent gave no response (26).
Opposition to the Use of Teacher Aides

Because the teacher aide program is a comparatively recent innovation, many problems have been experienced. Opponents of the program list the following reasons as justification for their opposition:

1) The justification of creating larger classes and then using an aide instead of a professional person constitutes a threat to the welfare of children.

2) Not all teachers, even good ones, can work with aides comfortably and securely and make the program work.

3) Measurement of the results of the teacher aide program is very difficult. Therefore, it cannot be assumed that the successful reports of teacher aide projects is all a result of the inclusion of the teacher aide.

4) An aide in the class may return the classroom atmosphere from what they feel is broad learning experiences to rote learning (9, p. 59-60).

5) Students are reluctant to accept aides as persons of authority.

6) A lack of sufficient equipment in the schools makes it difficult to make full use of the aide's time and, therefore, benefit the school.
7) Teachers take advantage of the aide.
8) Teachers feel uncomfortable with a teacher aide in the classroom.
9) Aides may "gossip" and compare children.
10) Some aides are not properly trained for specific tasks prior to assignment.
11) Aides are not used to their full potential.
12) Aides are not professional in their approach to classroom activities.
13) Some teachers may loaf while the aide works.
14) Aides begin to act as if they were really teachers (5, p. D-11).
15) The number of hours contributed is limited. The aide spends an average of twenty hours a week in the classroom.
16) Personnel turnover is high.
17) An additional increase in cost to the district occurs.
18) Classes are sometimes made larger.
19) More planning is required and must be done at an earlier time to make it function.

10) Additional orientation time is needed by both the teacher and the aide (20, p. 34-35).

Proponents of the Teacher Aide Program

Those who promote the aide program list the following reasons in its favor:
1) The aide program provides for more individual help for each student.

2) It makes an abnormal teaching load normal.

3) It encourages people to enter the teaching profession.

4) It makes good public relations, empathy, pride, and added support of the schools by the community.

5) It allows for more teacher preparation time.

6) Teacher's lessons can be made more creative because of additional preparation.

7) Instruction is of a higher quality because of additional preparation.

8) Teacher morale is higher (20, p. 31-32).

9) The curriculum is enriched through outside talents.

10) It creates a wholesome atmosphere which encourages wholesome personality development.

11) Lay citizens show greater involvement in worthwhile activities.

12) Slightly higher achievement on the part of students is shown in classes with aides (9, p. 59-60).

13) Aides are helpful in dealing with emotionally disturbed children.

14) Aides gain valuable on-the-job experience, as well as being of assistance to the teachers (5, p. D-10).
Educational Background and Requirements

in Training of the Teacher Aide

The educational requirements and stipulations put on the aide depend entirely upon the use of this person in the classroom. These requirements vary greatly in programs throughout the United States (10).

Connell points out that in Ohio the teacher aides had an adequate general background for the assigned responsibilities within the program: ninety-five percent had graduated from high school (6). In Ithaca, New York, however, Alexander found the median years completed in school by participants in the aide program was ten point nine (8).

Aides often tend to exhibit a defense against learning. This resistance is often shown in "absence, tardiness, sleeping in class, leaving the room for brief periods, stony silence in response to a question, noise in response to a lecture, and bringing children to class" (18, p. 15). They do this because they are afraid to change. The aide does not recognize this fear as the problem. They always have some external excuse to give for the behavior (18).

The Ohio teacher aide program stipulated that in most instances they favored using aides who had some pre-employment training or education (6). Carl Rittenhouse supports this idea by saying that
pre-service training is most desirable (26). Rittenhouse has identified the following programs as appropriate responsibilities of the universities:

1) Helping teachers and others to learn to work with aides,

2) Providing short-term workshop or institute training for aides,

3) Developing and evaluating demonstration and dissemination techniques, and

4) Developing career progression at less than the baccalaureate level (26).

The training program for the aide is generally divided into pre-service and in-service training. Pre-service is usually composed of a two-to-eight week session of workshops, laboratories, seminars, and discussion groups. In-service training is practical experience (at least one year) including workshops, seminars, and supervision on the job. The ideal program would use both the teacher and the aide in training together. The aide would be placed in the school before the training started and the teacher would participate as both a planner, or designer, of the program and as a trainee (33).

Characteristics of the Teacher Aide

In much of the research the entrance requirements, if stipulated at all, indicate the aide should have a high-school diploma
and/or be eighteen years of age (21). The goals and objectives of the program determine the characteristics of the trainees. Therefore, they also determine the screening procedures used. Some basic success characteristics needed by the aides presently employed are:

1) Sympathetic understanding and liking for children
2) The ability to write and speak clearly
3) Adaptability
4) Dependability
5) Good grooming
6) Acceptance of supervision
7) Personal warmth
8) The ability to relate to others
9) An interest in self-improvement. (27)

The Detroit program found that the aptitude, achievement, and personality tests they administered did not seem to relate to the effectiveness of the teacher aides in their assignments. They did recommend, however, that requiring an aptitude and reading achievement test for career development purposes should be considered further (13).

Rioux has identified four categories from which aides are presently drawn.

1) Low-income people--this is presently the largest group due to federal funding.
2) High school students
3) College students
4) Adults--mothers and housewives (25)
Lloyd Trump added one more category to this list—retired teachers (32).

**Career Ladder**

The primary concern of the aide program is, of course, to improve the learning environment for children; a very important secondary concern, however, is the employment and vocational development of individuals who have never been employed before or have been employed only in menial tasks. Advancement should be an opportunity for those desiring it but should not be mandatory for participation in the program. The opportunity for advancement is known as the career ladder. A career ladder is defined as the vertical hierarchy of jobs in human services from the level of human service aide through the entire progression of career potentials (29).

The new career concept creates jobs normally allotted to trained professionals and technicians but which could be performed by untrained workers (23).

The aim of the program is to relate the sub-professional role to the professional role so one can move easily from one to another. The following is Weisz's interpretation of the Teacher Aide Career Ladder:

**TEACHER**

Completes certification requirements
TEACHER INTERN
B. A. or B. S. degree
Actual planning of curriculum

ASSOCIATE
A. A. degree
Greater responsibility, less supervision

ASSISTANCE
High School diploma or equivalent, one year in-service training
More instructional relationship

AIDE
Aide training program (33, p. 28)

Rittenhouse indicates that few programs have more than two steps, and that often the categories are used only for pay purposes with no concise or clear definition differentiating the duties and responsibilities of each (26).

The role of the teacher aide is categorized according to the following functions:

1) Teacher Aide Instructional--Performs task assignments directly supporting the instructional program under the supervision and guidance of a teacher.

2) Teacher Aide Clerical--Performs assignments indirectly supporting the classroom instructional program such as typing, mimeographing, filing, etc.

3) Teacher Aide Instructional and Community Service--Performs liaison duties between the school and the family through home visits and through specific services rendered to family and
child which are considered to be important in support of family-student-school relationships (10).

**Funding**

According to most of the research dealing with the rise of the teacher aide, the single most common problem is that of funding. Truly effective aide programs must be stabilized by reasonable assurance of funding at an adequate level for at least a five year period (26).

Federal funds have established some new programs which have opened the doorway to improved education. Among these funded projects is the teacher aide program. Weisz points out that federal funding makes it financially feasible to free the teacher's time for experimenting with new methods and techniques, to provide a career ladder in education, to provide training for the teacher and auxiliary staff, and to provide for more individual attention for the students (33).

According to Lloyd Trump and Carl Rittenhouse, minimum pay in the aide program is $1.75 and the average pay is $2.00 per hour. Research has shown that the aides common work week is twenty hours (27) (32). The pay grade of the teacher aide could be dependant on the proficiency level shown according to designated activities.

A summarization of the federal funding which can be used to initiate teacher aide programs in the schools follows:
1) Elementary and Secondary Education Act: Titles I, III, VI.


A study at the University of Minnesota shows that a return of $1.59 for every $1.00 spent in the new careers program is estimated as a result of the aides program. Direct project costs were compared with the anticipated direct public benefits of savings in the areas of welfare and unemployment compensation costs, costs of administering welfare programs, and the income to the government of the additional earning made possible by education. It is also pointed out that hidden benefits exist which cannot be measured. An example of this would be the effect this will have on the children of the new careerists, upon friends, neighborhoods, and communities (34).

Legal Status of the Aide in Utah

The Utah State Board of Education published a booklet entitled Aides For Utah Schools, Guidelines for the Selection, Preparation, and Utilization of Auxiliary Personnel (1). The following items are a summary of the pertinent materials contained therein:

1) Plans for the use of aides should be designed in such a way as to both relieve teachers from routine duties, thus freeing them for professional tasks, and to safeguard the children from malpractice.

2) The teacher must remain the diagnostician for learning,
the organizer and manager of learning experiences, the manager of
evaluation, and the overall decision maker in the learning situation.

3) Aides should not supplant or substitute for professional
personnel or be provided as a financial expedient to relieve overloaded
conditions in regular classroom situations.

4) The aide is at all times an assistant and responsible to a
member of the professional staff.

5) Walls should not be built around what aides should or should
not be able to do but educators should exercise professional judgement
in the proper utilization of their services.

6) General qualifications for aides are good grooming,
good health, mature behavior, dependability, and responsibility.

7) Service and clerical aides are required to have at least a
high school diploma. Instructional assistants are required to have
either two years of college or specialized training, a degree or
demonstrated competence in subjects or areas where assistance is
desired.

8) Aides should be entitled to the same legal rights and
protection as teachers and be subject to the same liabilities if they
are acting in the position for which they were employed and under
proper supervision.
METHODS AND PROCEDURES

The sources of data for this study were:

1) Personal interviews of two teachers and three teacher aides presently employed in Homemaking classes in Utah.

2) Correspondence with existing teacher aide projects in Home Economics programs of other states to determine their uses of the teacher aide.

3) An analysis of the time spent by six high school and six junior high school teachers in Utah on various activities related to classroom responsibilities which could be assigned to a teacher aide.

**Interview**

**Sample**

The writer conducted interviews of teachers and teacher aides presently employed in Utah in Consumer and Homemaking Education. The number of people interviewed was small because of the limited scope of the present program in the state. One high school and one junior high school were designated by Miss C. Eileen Erickson, State Supervisor of Consumer and Homemaking Education, as participants in the program. Both schools identified were progressive, innovative schools. The teacher aide was one aspect of their innovative program.
The junior high school used in the sample was opened in the fall of 1970. The one professionally certified person in the Home-making department was a first year teacher. The teacher aide interviewed in this program was the third one to be employed by the department; the first aide was released and the second was transferred to another department within the school facility.

The high school has a Homemaking department consisting of three certified professionals, all experienced teachers. An aide was employed for the first time in the fall of 1970 and at the time of the interview a second aide had been employed. The first aide moved into the main office as a secretary three weeks before the survey was conducted. Because the second aide had not been involved in the program very long, both aides were interviewed at the high school.

Procedure

All interviews were conducted personally by the writer at the individual school. Office space was provided at the high school, while a corner of the Homemaking room was used at the junior high for the interviews. Each interview was conducted privately with only the interviewer and the person being interviewed in attendance.

A list of questions were devised for both the teacher and teacher aide. All conversations were taped for actual references and quoting.
Instruments

An interview questionnaire, (see Appendixes A and B) listing twelve questions for the teachers and twenty-two questions for the teacher aide, was devised and used in conducting each interview.

Tabulation of results

All interviews were taped; the tapes were then transcribed and analyzed. Miscellaneous commentary was cut and the main ideas were written up verbatim. The answers were grouped following the corresponding questions in the summary of the interviews.

Correspondence

Sample

To ascertain the use of the teacher aide in Consumer and Homemaking programs throughout the United States a listing of innovative Consumer and Homemaking leaders was suggested by Mrs. Polly Garrett, Regional Program Officer, Vocational and Technical Education, and Miss C. Eilene Erickson, State Supervisor of Consumer and Homemaking Education for Utah.

During March and April, 1970, letters were sent to the state supervisors of Consumer and Homemaking Education in the following eleven states: California, Colorado, Georgia, Kansas, Michigan, Missouri, New York, Ohio, Oregon, Texas, and Wyoming.
The state supervisors in return suggested personnel within their states who were functioning in these programs.

Letters were then sent in April, May, and August, 1970 to the program directors and teachers suggested in each state, requesting information regarding their programs. Letters were sent to the following states: One to California, two to Colorado, one to Kansas, three to Michigan, twenty to New York, five to Ohio, and eighteen to Oregon.

Procedure

A form letter (Appendix C) was first sent to the State Supervisors of Consumer and Homemaking Education requesting the names of directors or teachers within the state involved in teacher aide programs.

A form letter (Appendix D) was then sent to the suggested contacts in each state requesting the following information concerning their programs: What kind of people were employed? Was there a defined role for the aide? What were the role responsibilities? How did the aide relate to the professional staff of the school? And, what were the teacher's personal feelings regarding the teacher aide?

Tabulation of results

All letters were analyzed for content material under the following headings: role, characteristics, responsibilities, screening, types of
people employed, training, pay, and special comments. This material was then assembled in chart form under these headings (Appendix I).

**Time-Activity Analysis**

**Sample**

The third aspect of the study was directed at determining the present need for the teacher aide in the Home Economics programs of Utah.

A listing of activities was devised by the writer after observing a teacher in the public school homemaking classes. The tentative list was given to six public school teachers of Homemaking and they were asked to make any additions or revisions they felt necessary. The list was approved by the head of the Home Economics Education department at Utah State University. The final survey list contained fifty-two activities (Appendix F).

Six junior high schools and six senior high schools from the northern half of the state were selected for this part of the study. The questionnaire forms were delivered to each Homemaking teacher in person by one of the members of the Utah State University staff. Each was asked to indicate the amount of time spent on the various activities for an average day in her classroom. Questionnaires were sent back to the writer by mail.
Tabulation of results

The total time spent was obtained for each activity on the questionnaire. From the total scores, a mean score was determined for each item. All activities were then grouped according to Coco's four "Instructional Non-Instructional" categories, and a mean score for each category was obtained.
ANALYSIS OF FINDINGS

Findings of the Interviews

The purpose of the interviews was to determine the positive and/or negative attitudes about the teacher aide program and also to identify those factors deemed necessary for successful employment of a teacher aide.

Results of teacher interviews

The expressed attitudes of teachers now using teacher aides was positive; each teacher interviewed, however, had experienced some problems in the program in the short time they had participated.

The first aide hired in one school had skills in the area of Home Economics but was unable to relate to the students or to maintain discipline; therefore, she had to be released. Two aides were transferred from Home Economics into another area because of skills needed in other departments.

In order to determine the teacher's involvement in the initiation of the program, the teachers were asked if they had requested a teacher aide. One teacher had requested an aide in her program; the other teacher was told by her district that she would have an aide.

The role of the teacher aide was not well defined in either
school. It was felt by both teachers that a role definition would have helped the program. At the same time, they felt that a rigid role definition would not allow for optimum utilization for the aide.

In both instances the professional staff was consulted and allowed to interview the aides applying for the position. One correspondent in the survey indicated that because the teacher interviewed the aides and sanctioned their employment the professional was put in a position of trying harder to get along with the aide and to make the program work.

Aides were chosen in both schools because of their skill and abilities relating to Home Economics. No screening tests were defined in either instance; all aides who had participated in the programs, however, were at least high school graduates.

The teachers expressed the idea that the most beneficial result of the teacher aide program was that the professional was relieved of a great many routine work tasks. The second benefit of the program was that individual students could obtain more help by having another adult to consult.

The responsibilities of the aides in Utah seemed to be a combination of the general duties of the clerical aide, the housekeeping aide, and the instructional aide. Typing, grading papers, keeping records, designing bulletin boards, tidying the rooms, and doing the laundry were commonly named tasks.

Neither teacher knew how the aide program was being funded in their district.
Only one aide out of the five who have participated in the two Homemaking departments was thought to be from the low-income population of the state. All others were ranked as middle-class, middle-income population. The aide who represented the lower-income population was placed in the school as an on-the-job training experience from a business college. A difference in attitude and reliability was attributed by the professional involved to the difference in class level represented.

Both teachers felt that educational training would greatly enhance the benefits of the program. Training in the areas of skills, principles of education, educational psychology, and audio-visual materials was suggested.

Both teachers indicated favorable attitudes on the continuum question concerning how they would rate their experience with the aide. One teacher marked "very favorable" while the other marked "favorable." In explaining the reason for only a "favorable" marking, the teacher indicated that what was really needed in that school was another professional to assume some of the professional roles and responsibilities.

In both schools it was felt that the screening processes were not such that they gave much indication of the aides' competencies. Discovery by trial and error were the common ways of determining the aides' skills.
Results of teacher aide interviews

The writer was interested in knowing whether or not any formal advertising was done for the position of aide. The three aides who were interviewed did not know of any advertisement for the para-professional positions. Each one had been introduced to the program by personal contact from family or friends who had heard about the proposed program.

The three aides interviewed worked a forty-hour week, eight hours daily (school hours) and received $1.90 an hour. They were all paid on an hour-worked basis with no holiday, vacation, or sick leave benefits.

No special training was given to any of the aides participating in the program. Their background experiences seemed to be the contributing factor to present success in the program.

One school had a two-week workshop previous to the beginning of school. The assignments to specific teachers had not been made at this time, however, so the aides did not work with the professional to whom they were responsible. The workshop served as an orientation to the school and a general philosophy of the teacher aide program. The indication was that the workshop did not actually help the aide with what she would do in the classroom. In actuality, her role was very different from what she had expected.
In the three-teacher department the aides indicated that they were responsible to all three staff members. This did not seem, however, to be correct. The department head indicated the aide was directly responsible to her. The assignment of the aide was according to class load. Because the greatest class load was carried by the head, the aide was responsible first to the head and secondly to the needs of the other teachers in the department. All directions and instructions to the aide were to be correlated and assigned by the head teacher. Other professional department members indicated some displeasure with the program as it was set up. Their feelings expressed the fact that they would rather have another part time professional staff member rather than the teacher aide because they received very little benefit from the aide.

Two of the three aides expressed the feelings that their responsibilities were quite different than had been explained to them. One aide specifically requested no typing but pointed out that three-fourths of her time is now spent typing.

Each aide indicated a feeling of insecurity at the beginning of her experience. This seemed to be a result of poorly defined role responsibilities.

When asked whether the aide felt her role, as defined now, used her talents to the fullest, one aide indicated a strong affirmative. The second indicated she was satisfied with the situation and the third
felt it did not adequately use her talents. There was some indication of jealousy or threat to the professional in the latter instance.

All three aides felt they were well accepted and had a good relationship with the professional staff of the school and the students. Two expressed the feeling that the students did not know they were not a teacher.

The aides' attitude about their position in relation to education was unanimously positive, each feeling they were contributing beneficially to the students' education.

When questioned as to whether they would feel more secure in their position if some special training were provided, all replied affirmatively. The desired training, as seen by the aide, matched the training which the teachers indicated, particularly in the area of skill training.

Two of the aides indicated a desire to go on and get a professional certificate themselves. Both expressed the feeling that their experiences as an aide helped greatly in directing them towards this goal.

All participating aides had had some work experience previous to their aide employment. One had worked extensively in the business area and in clothing construction employment. Another had worked as a secretary and the third had worked as a government employee.

One aide expressed displeasure at overtime work. Only one aide felt that certain responsibilities, which she could assume, had
not been given her. Another said that her skill level in areas other than sewing were not such that she felt secure.

The only problem identified in the program thus far was that of communication. Several participants emphasized the fact that the lines of communication between the professional and the teacher aides must remain open and all problems must be handled immediately rather than letting them solve themselves. All three stated that the advantage of the program was that of taking over the non-professional tasks and thus relieving the teacher to conduct the essential professionally oriented responsibilities.

**Findings of the Correspondence Survey**

Of the fifty letters sent to teachers and directors of existing programs in other states, thirty responses contained information pertinent to the subject of this thesis. Eight other replies were received from respondents whose programs were no longer in existence at the time.

Nineteen of the respondents indicated they did not have or were allowed to have a teacher aide in the regular public school classes. They did, however, use an aide in their special programs such as evening classes, adult education classes, or special sessions for the low income population. In comparing these special teacher aides used in the regular classes, no significant difference was found in any of
the desired information. Therefore, the special teacher aides and regular teacher aides are grouped together for the results of this study.

Four teachers indicated that, although they did not have a teacher aide as such, they did use student aides in what they would consider like manner. For the purpose of this study, the writer has disregarded the material related to the student aide.

The information received in the correspondence survey is assembled in chart form under the following headings: role and title, characteristics, responsibilities, screening, types of people employed, training, and pay. A summarization of the information received in the correspondence surveys follows.

The findings from the correspondence sample correlated closely with those obtained by interviewing personnel within the state.

All programs required at least a high school diploma to participate in the program. Several programs required additional years of college work.

Skills in typing, filing, record keeping, and basic communication were the predominant requirements for the participants. Specifics were required only when the role definition was more restrictive.

Characteristics desired in the aides were specified as:
maturity, ability to empathize and relate well to the people with whom they were working, enthusiasm, and initiative.

The aides represented by the correspondence survey assumed responsibilities which were a combination of clerical, housekeeping, and instructional tasks.

The majority of people employed in the correspondence programs were representatives of low-income and minority groups. In two programs, especially skilled people of the community were employed for their abilities in areas related to Home Economics.

In all but two programs, either in-service or pre-service training was required for the position of aide. In all other districts training programs were from four days to eight weeks. One correspondent indicated that a training program was a prerequisite to the aides' employment in the school.

The pay scale in the correspondence survey programs ranged from $2.25 per hour to $3.25 per hour. The work week ranged from twelve to thirty-five hours.

The biggest problem encountered by the programs described by the correspondence survey was finding aides who were motivated themselves so that they could influence and motivate others.

The aides in the correspondence survey were found to act in the role of liaison persons in the community particularly in relation to the ethnic groups. This seemed successful in most of the programs.
The key to success in the programs, as identified by the correspondence surveys, was careful job descriptions clarifying the role responsibilities of the aide and the professional.

Additional titles were given to the aides in the programs described through correspondence. Such titles as "recruiters," "out-reach-workers," "connectors," and "administrative assistants" were additional terms referring to aides positions.

Findings of the Time-Activity Analysis

From the questionnaire form sent to the twelve high school and junior high school teachers, the responses were divided into Coco's categories as follows:

1) Instructional duties involving direct contact with students
   - Tutoring sessions
   - Individualized instruction to students or a small group of students
   - Demonstrations
   - Redemonstration of materials
   - Group discussions, lectures or presentations
   - Making assignments
   - Special advising of students
   - Discipline problems
   - Working with remedial or slow students
Home experiences
Home visits
In-class evaluations
Field trips (supervision)
Adult education or night classes

2) Instructional duties which involve no direct contact with students
Correcting papers
Research of current information
Preparing assignments
Preparation for lesson (personal study, lesson plans)
Recording grades
Reading professional magazines
Field trips (preparation)
Arrangement for guest speakers

3) Non-instructional duties involving direct contact with students
Taking roll
Passing out papers
Setting up and running audio visual equipment
Passing out texts and classroom materials
Collecting reference materials and making them accessible to the class
Setting up demonstrations
Cleaning up after demonstrations
Extra-curricular activities (clubs, monitoring halls etc)
Handling money (tickets, buying equipment) etc.
Checking equipment
Assignment of supplies and equipment

4) Non-instructional duties which involve no direct contact with students

Arranging room
Typing and preparing duplicating materials
Duplicating materials
Preparing bulletin boards
Preparing teaching aides
Setting out lab supplies
Filling out office forms
Cleaning up room and equipment
Making grocery orders
Buying groceries and supplies
Storing groceries and supplies
Filing teaching materials
Storing equipment and supplies
Checking units for cleanup and supplies after labs
Cleaning machines and keeping them in operation
Laundering of departmental supplies

Mending departmental equipment

Buying of demonstration material

Of the returned responses, the mean score for time allotted to each task was computed in each category by adding the total time and dividing by the number of total responses.

Table No. 1 shows the average time spent in Instructional-Non-instructional tasks by the twelve teachers surveyed in the state.

Table 1. Average time spent in Instructional-Non-instructional tasks per day by teachers in Utah.

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-School</th>
<th>In-School</th>
<th>Post-School</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional duties involving direct contact with students.</td>
<td>16 min</td>
<td>23 min</td>
<td>22 min</td>
<td>1 min</td>
</tr>
<tr>
<td>Instructional duties which involve no direct contact with students.</td>
<td>12 min</td>
<td>52 min</td>
<td>56 min</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Non-instructional duties involving direct contact with students.</td>
<td>18 min</td>
<td>3 min</td>
<td>27 min</td>
<td>48 min</td>
</tr>
<tr>
<td>Non-instructional duties which involve no direct contact with students.</td>
<td>54 min</td>
<td>9 min</td>
<td>32 min</td>
<td>35 min</td>
</tr>
<tr>
<td>Totals</td>
<td>40 min</td>
<td>27 min</td>
<td>17 min</td>
<td></td>
</tr>
</tbody>
</table>
Table one represents averages of the total number of questionnaires returned. Therefore, it cannot be totaled to represent an individual teacher's use of time. For example, the average hours in-school are six and the questionnaire hours were nine hours and twenty-seven minutes in-school time.

The indication of the non-professional duties and the time required to perform these duties is evident from the questionnaire.

Obviously, the inclusion of the teacher aide in these programs would allow the teacher time for professional preparation and better teaching.
SUMMARY OF FINDINGS

1) The research supported the belief that teacher aides are not used extensively in Home Economics classes in Utah or throughout the United States.

2) Programs using teacher aides generally require at least a high school diploma for entrance into the program. Post high school training is required in varying amounts by a small portion of the respondents.

3) Maturity, responsibility and basic general communication skills were background requirements for employment.

4) The pay grade in Utah is far below that of other states.

5) The aide's role in Utah is that of a combination of housekeeping, clerical, and instructional duties.

6) There is no educational provision, either in-service, or pre-service for training teaching aides. Aide participants within the state as well as those from the correspondence survey indicated that training is very desirable.

7) Participants saw general education training as being most desirable i.e., general education, philosophy of learning, developmental psychology, specific skills related to Home Economics, audio-visual training, typing.
8) Teachers in Utah are spending many hours in non-professional tasks in an average day.

9) Teachers who had a teacher aide expressed positive feelings about their work.

10) Communication was the most important key to success of the program as defined by the participants of the interview.

11) There is no role defined by the state of Utah for the aide. The role of each aide was reached by trial and error by the participants.

12) There is a tendency under the unstructured program as it now is, to under-utilize or over-utilize the aide.

13) Aides in the state of Utah seem to be well accepted by students and professional staff.

14) Success of the program is highly dependant upon the participants. Careful selection is therefore an essential component of the program.

15) Insecurity of the aide was a result of insufficient role definition orientation.

16) There is no career ladder provided in the program of the state of Utah presently.

17) The majority of participants in the aide program are representative of the middle-class society in the state of Utah.

18) Correspondence from other states indicated their aides were more minority representatives.
19) Other states used the aide as a community service aide (liaison) more than an instructional aide.

20) The Home Economics aides in Utah were found in innovative schools of the state.

21) The program should be understood by both the aides and teachers.
SUMMARY AND CONCLUSIONS

The purpose of this study was (1) to describe the role of the teacher aide in Consumer and Homemaking classes in Utah, and (2) to suggest guidelines for the future utilization of the teacher aide in the Consumer and Homemaking classes of Utah.

The study consisted of the following:

1) Interviews with two teachers and three teacher aides presently hired in Home Economics departments in the state of Utah.

2) Correspondence with key program directors in other states to determine the present use of aides in other areas of the country.

3) A Time-activity chart filled out by six high school teachers and six junior high school teachers.

A need is felt for a role definition. The defined role, however, should not be so restrictive that the individual abilities of the aide could not be used to the best advantage of the program. The role definition should be loosely constructed for hiring purposes, and the specifics be defined as the personalities involved are known.

Instructional duties involving direct contact with the students should be retained by the teacher with the exception of such activities as tutoring sessions, and redemonstration of materials. Those
instructional duties which involve no direct contact with students should be retained by the teacher with the possible exception of arrangement for guest speakers, field trips, recording of grades, and some correcting of papers. All of the tasks related to non-instructional duties could be handled by the teacher aide.

Planning time between teacher and the teacher aide is necessary and provisions should be made in the scheduling of on-the-job time.

The aide has responsibilities that they should be trained for just as does the professional. The training for the aide would allow for an improved status and optimal use in the classroom. The aide has need of training in teaching techniques, psychology of learning, communication skills, and subject area skills. Much of the broad background required by the teacher, however, is not needed by the aide because they will not be responsible for the actual selection of materials to be taught.
IMPLICATIONS

The implications which the writer recognized as a result of this study were that the aides' primary concern should not be advancement along the career ladder and that roles should be so defined that jealousy between the teacher and the aide does not arise.

A question may arise as to the advisability of encouraging the aide to progress along a career ladder to becoming a professional. Literature reviewed in this thesis points out that the present attitude of the educational system instills a discontent in a paraprofessional position because the professional is always alluded to as the attractive goal of the future. All people in society are not going to be in the top hierarchy of professional positions. In order for professionals to function well in their role, non-professionals must take care of many basic, fundamental, and essential responsibilities. It is the feeling of the writer that a career ladder should not be stressed as the optimum goal of the teacher aide. If the aide functions well in the present role and is satisfied, no reason exists for encouraging advancement. The career ladder should be defined, however, for those who choose to progress to the professional level.

A basic problem which the writer observed in the teacher
aide program was the feelings of jealousy between the aide and the professional. This may be one reason for the professional personnel opposing the aide program. To some teachers, the aide may be a threat to their popularity and acceptance by the students. If the aide is highly skilled in the curriculum area, this may provide an additional threat to the professional. Rather than capitalizing on the aide's skills, the teacher may not use the aide in that area. Therefore, under-utilization occurs. The role of the aide and also the role of the teacher will need to be agreed upon so that each may function to full capacity within that framework. The personalities of the professional and non-professional are important considerations for the administration when filling positions. This makes it imperative that the teacher be consulted in the hiring of the aide.
RECOMMENDATIONS

As a result of this study the writer recommends that:

1. In-service training be provided for the teachers to train them to work effectively with teacher aides.

2. Pre-service and in-service training programs be designed for the teacher aide.

3. Roles should be clearly defined to provide more security to both aide and teacher and to protect the students.

4. A career ladder should be developed with pay grade advancements related to educational training.

5. Specific standards should be devised to assist in screening applicants.

6. Continued research should be conducted on the effectiveness of the aides as the program grows.
LITERATURE CITED


34. Where 'Failures' Make the Grade: Two Schools for Dropouts. Carnegie Quarterly XVI (4) Fall 1968.
APPENDIXES
Appendix A

Questions used for Interview of Teachers

Presently Using Teacher Aides

1. Did you request a teacher aide: If not, who did? How were you included in the program?
2. What is your personal reaction to having another adult in the classroom?
3. Was the role of the aide clearly defined to you, or were you left to discover your aides' role by yourself?
4. How was your aide chosen? Were you consulted? Were any screening devices used?
5. What are the positive aspects you see coming out of the aide program?
6. What things have you found to be problems in the program?
7. What responsibilities does your aide carry on in the classroom?
8. How is the aide program funded in your district?
9. What population within the community does your aide represent?
10. What can interested agencies do to help your program?
11. How would you rate your experiences with your aide?
12. How do you go about finding the competencies of your aide?
Appendix B

Questions used for Interview of Teacher Aides

Presently Employed in the State of Utah

1. How did you first become introduced to the teacher aide program?

2. How many hours do you work a week? What are you paid an hour? Are your hours set or flexible?

3. Were you given any special training for your responsibilities as an aide?

4. Were provisions made for you to meet with the professional staff before the school year began?

5. Do you have any special provision for planning time with the staff during the school day? If so, how often? For how long?

6. How many teachers are you responsible to? Could you serve more? or would you prefer to serve fewer?

7. Do you feel that your role in the classroom is well defined?

8. Do you feel secure in that you know what is expected of you, or are you uncertain about your responsibilities?

9. Can you describe your position. Exactly what is it you do?

10. Do you feel that the aide program as it is set up, uses your talents and strengths as well as it could?

11. What do you feel the professional attitude is toward you?

12. What is the student attitude toward you?
13. Do you personally feel your role is beneficial to the education of the students?

14. Would you feel more secure with some special training for your responsibilities?

15. Do you see any in-service or pre-service training needed for your role? If so, what?

16. Would you like to become a professional teacher in the future? If so, do you feel that this experience has helped you make that decision?

17. What former employment have you had?

18. Are there some responsibilities which you are required to assume now which you feel you should not be asked to do or that you are not qualified to do?

19. Are there any responsibilities which you feel you could handle which you are not allowed to assume at the present time?

20. What level of education have you completed?

21. What disadvantages do you see in the program?

22. What advantages do you see in the program?
Appendix C

April 1, 1970

Mrs. Pauline Goodwin  
State Supervisor, Home Economics Education  
Oregon Board of Education,  
305 Public Services Bldg., Salem, Oregon, 97310

Dear Mrs. Goodwin:

Because of the scope of the Home Economics program in your state, the personnel in our state office have indicated that some of your schools may now be using auxiliary staffing on either a part-time or a full-time basis.

I would appreciate any indication from you as to the personnel I could contact in your state for some specific information concerning the integration and use of the teacher aide in their schools.

My Masters Thesis work is being conducted on the role of the teacher aide in the Home Economics classroom and any information which you could forward of this nature would be much appreciated. Thank you for your consideration.

Sincerely,

Carol Israelsen, Graduate Assistant  
Home Economics Education  
Utah State University
April 16, 1970

Dr. Wm. D. Proppe
Jefferson High School
5210 N. Kerby St.
Portland, Oregon 97217

Dear Dr. Proppe:

Mrs. Pauline Goodwin, the Oregon State Supervisor of Home Economics Education informed me that you are involved in a program using teacher aides and differentiated staffing.

I am working on a project at Utah State University for my thesis concerning the use of teacher aides in the homemaking classroom. Any information which you could supply on your program would be of great value. I would especially like to know the kind of people you employ, whether you have a defined role for these individuals, what their role responsibilities are, how they have fit in with the professional staff of your school, and your personal feelings about the program.

Your help in this project would be greatly appreciated. Thank you.

Sincerely,

Carol Israelsen,
Graduate Assistant
Department of Home Economics Education
Utah State University
June 4, 1970

Ruth S. Kimpland  
Director Home Economics Education  
City School District  
13 Fitzhugh Street South  
Rochester, New York 14614

Dear Mrs. Kimpland:

I wish to express to you my sincere appreciation for your very prompt and most informative reply to my request for information concerning the use of the teacher aide in your schools. The material you sent I find to be very beneficial in understanding the use of the aides in other schools at the present time. Thank you.

Sincerely,

Carol Israelsen, Graduate Asst.  
Home Economics Education  
Utah State University
## Appendix F

### Time-Activity Analysis

<table>
<thead>
<tr>
<th>Task</th>
<th>Pre-School</th>
<th>In-School</th>
<th>Post-School</th>
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<tbody>
<tr>
<td>1. Setting out lab supplies</td>
<td>5</td>
<td>3</td>
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<tr>
<td>2. Arranging room</td>
<td>4</td>
<td>4</td>
<td>2</td>
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<tr>
<td>3. Taking roll</td>
<td></td>
<td>5</td>
<td></td>
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<tr>
<td>4. Filling out office forms</td>
<td>8</td>
<td>2</td>
<td></td>
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<tr>
<td>5. Tutoring sessions</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6. Passing out papers</td>
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<td>4</td>
<td></td>
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<tr>
<td>7. Individualized instruction to students or a small group of students</td>
<td>4</td>
<td>60</td>
<td>7</td>
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<tr>
<td>8. Collecting papers</td>
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<td>7</td>
<td></td>
</tr>
<tr>
<td>9. Correcting papers</td>
<td>3</td>
<td>15</td>
<td>25</td>
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<tr>
<td>10. Typing and preparing duplicating materials</td>
<td>3</td>
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<td>15</td>
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<tr>
<td>11. Duplicating materials</td>
<td>2</td>
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<td>3</td>
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<tr>
<td>12. Research of current information</td>
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<td>3</td>
<td>8</td>
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<tr>
<td>13. Preparing bulletin boards</td>
<td>8</td>
<td>3</td>
<td>15</td>
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<tr>
<td>14. Preparing teaching aides</td>
<td>3</td>
<td>5</td>
<td>15</td>
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<tr>
<td>15. Setting up and running audio-visual equipment</td>
<td>2</td>
<td>15</td>
<td>1</td>
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<tr>
<td>16. Passing out texts and classroom materials</td>
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### Appendix F (Continued)

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<tr>
<td>17.</td>
<td>Collecting reference materials and making them accessible to the class</td>
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<td>18.</td>
<td>Demonstrations</td>
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<tr>
<td>19.</td>
<td>Redemonstrations of materials</td>
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<tr>
<td>20.</td>
<td>Group discussions, lectures or presentations</td>
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<td>180</td>
<td></td>
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<tr>
<td>21.</td>
<td>Setting up demonstrations</td>
<td>8</td>
<td>2</td>
<td></td>
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<tr>
<td>22.</td>
<td>Cleaning up after demonstrations</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Cleaning up room and equipment</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>Preparing assignments</td>
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<td></td>
<td>8</td>
</tr>
<tr>
<td>25.</td>
<td>Making assignments</td>
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<td>15</td>
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</tr>
<tr>
<td>26.</td>
<td>Special advising of students</td>
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<td>6</td>
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<td>27.</td>
<td>Discipline problems</td>
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<td>28.</td>
<td>Extra-curricular activities (clubs, monitoring halls)</td>
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<td>8</td>
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<td>29.</td>
<td>Preparation for lesson (personal study, lesson plans)</td>
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<td>15</td>
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<td>Recording grades</td>
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<td>31.</td>
<td>Making grocery orders</td>
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<td>32.</td>
<td>Buying groceries and supplies</td>
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</tr>
<tr>
<td>33.</td>
<td>Storing groceries and supplies</td>
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<td>34.</td>
<td>Reading professional magazines</td>
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<td>35.</td>
<td>Filing teaching materials</td>
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<td></td>
<td>Pre-School</td>
<td>In-School</td>
<td>Post-School</td>
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<td>36.</td>
<td>Storing equipment and supplies</td>
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<td>37.</td>
<td>Checking units for cleanup and supplies after labs</td>
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<td>38.</td>
<td>Cleaning machines and keeping them in operation</td>
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<td>10</td>
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<td>39.</td>
<td>Laundering of departmental supplies</td>
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<td>40.</td>
<td>Mending departmental equipment</td>
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<td>3</td>
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<tr>
<td>41.</td>
<td>Handling money (tickets, buying equipment)</td>
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<td>42.</td>
<td>Buying of demonstration material</td>
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<td>43.</td>
<td>Working with remedial or slow students</td>
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<td>44.</td>
<td>Checking equipment</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Assignment of supplies and equipment</td>
<td>8</td>
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<td>46.</td>
<td>Home experiences</td>
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<td>47.</td>
<td>Home visits</td>
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<td>48.</td>
<td>In-class evaluations</td>
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<td>5</td>
<td></td>
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<tr>
<td>49.</td>
<td>Field trips (preparation)</td>
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<td></td>
<td>5</td>
</tr>
<tr>
<td>50.</td>
<td>Field trips (supervision)</td>
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<td>15</td>
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<tr>
<td>51.</td>
<td>Arrangement for guest speakers</td>
<td>2</td>
<td>5</td>
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<tr>
<td>52.</td>
<td>Adult education or night classes</td>
<td></td>
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</tbody>
</table>
Appendix G
Additional Comments from Interviews

1. I think there should be just one professional person in a classroom because from past experiences, the other professional will be competing for student recognition or popularity.

2. I think the teacher should be open-minded enough to accept that there are other ways of doing things, and accept these too.

3. There wasn't a day that went by that I didn't learn something new as an aide and I told the teacher that.

4. I think some of these things enter into personalities, maybe or the feelings that this is my department, and things like that.

5. One thing she (the aide) is left with which might have to do with instruction, she has to answer the questions, and that can be--well some people think that is teaching, and I guess to some degree it is, but I can't get around it.

6. They tried those tape recorders for me to talk into those first few times for instruction to aides. And maybe if I got a little more organized I could do this, and it would save me some time. But by the time I get the tape recorder, the time I get it set up so I can talk--a lot of times I'd have to do it at home, and I would just as soon write it down for the next day.
Appendix H
Additional Comments from Correspondence Survey

COMMENTS

1. We are not allowed to have aides in the secondary schools because the city can't afford to employ them.

2. We hired one A.D.C. black woman, thought she would relate to A.D.C. mothers more quickly than another but this did not prove to be true. She padded the grocery and mileage bill so was released.

3. Professional writes the programs and gives suggestions as to ways to attack the problems, the aide teaches it.

4. One who has few aspirations cannot inspire others. This is why our program failed. The aide we chose could not inspire others.

5. The big advantage of hiring someone from a similar background is she understands food patterns, values, and the languages better than an outsider. It still takes them some time to establish rapport and trust.

6. We're not able to have aides in the regular home economics classroom and in occupational home economics programs.

7. At present we are not funding the salaries of auxiliary personnel and have not asked for this information in our reporting.

8. Our overall successes in the use of teacher aides has encouraged us to seriously consider even greater use.

9. Some advantages we see to our program:
   1) Reduce costs of programs.
2) Can employ 2-3 aides for the cost of one professional.
3) Aides will take direction from the professional.
4) Many jobs do not require professional judgements, but are interesting and challenging to aides.
5) Can provide more individualized instruction.
6) Aides will do clerical type jobs.

10. The keys to success in using aides are careful job descriptions so the person knows what is expected, careful job training, and careful supervision.

11. Teacher aides and teacher assistants are an integral part of the educational staff. They are regularly in contact with the student population. It is essential that both teacher and aide clearly understand their respective roles, obligations and responsibilities.

12. The rate per hour will be adjusted upward based upon additional years of college, not to exceed four.

13. All personnel in this category shall use time-clocks. This category of employees are hired on an hourly basis, therefore they will be paid only for actual hours worked. There is no payment for holidays, vacation time, or short sessions. There is no provision for sick or personal leave with pay.
Appendix H (Continued)

14. The structuring of the role depends to such a great extent upon the personalities involved that it is still difficult to clearly define.

15. We have had aides who regarded any request from a teacher an imposition, so for the benefit of those people a rather comprehensive list of responsibilities is important.

16. It is also well to screen aides as carefully as possible before hiring them. In some instances it is difficult to discontinue an aides services without developing ill will.

17. All of our aides are of great help in making contacts with women in the community.

18. The school administration followed the recommendation—that there would be a bigger potential from steadily expanding the individual capabilities of these aides and maintaining their group identity by means of a continuing program of adult education. The aim was to build a strong line of communication between school and the home. The continuing education was not optional.

19. There is a sincere attempt to make our aide feel like a very worthwhile part of the staff. Perhaps this feeling is generated because the teaching staff truly feels the program is worthwhile.

20. An attempt is made to give the aides interesting jobs and schedules so that the aide job is not merely that of dull tasks which the teacher doesn't want to do.
21. I offered to help with the program for low-income people because there were many students in my classes coming from these families and I thought if I could reach the parents through the program I might alleviate some of their children's adjustments.

22. The aide (whom I never met) was hired by the district. Her responsibility was as a liaison with the community.
### Appendix I

**Summary of Correspondence Survey**

<table>
<thead>
<tr>
<th>Types of people employed</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Neighborhood people</td>
<td>1. Four-day in-service training for professional and aide</td>
</tr>
<tr>
<td>2. Negroses to work with negro population</td>
<td>2. Pre-service training of three weeks, in-service continually (informally)</td>
</tr>
<tr>
<td>3. People in the area who know more about &quot;creative&quot; cooking or sewing than any</td>
<td>3. Eight weeks training, for 260 hours college trained teacher will ever know</td>
</tr>
<tr>
<td>4. From low-income or border line groups</td>
<td>4. The aides spent several weeks observing the Home Economics classes and discussing curriculum with the teachers</td>
</tr>
<tr>
<td>5. Represent the minority group of the area</td>
<td>5. Four week total program: 52 hours classroom, 35 hours observation, 16 hours evaluation, 35 hours application</td>
</tr>
<tr>
<td></td>
<td>6. No formal training in the fields where he or she is working. Only personal experience</td>
</tr>
<tr>
<td></td>
<td>7. Training recognized as pertinent to their employment in the schools: Family and child development,</td>
</tr>
</tbody>
</table>
Appendix I (Continued)

Responsibilities

1. Maintains records
2. Receives and dispenses mail
3. Writes announcements and letters
4. Files
5. Take and transmit telephone messages
6. Duplicates materials
7. Greets people
8. Arrange physical setting
9. Stores materials
10. Do dishes when needed
11. Housekeeping chores
12. Work with individual and small groups
13. Work on a 1-1 basis in homes
14. Teach women how to improve their life style
15. Arrange classroom equipment

understanding schools, how the home and schools relate

Screening

1. Type at 30-40 words per minute.
2. Office procedures, filing, record keeping, letters, and duplicating processes
3. Shall present information from previous employers which provides evidence of maturity, degree of stamina, and ability to adapt to changing situations
4. Have command of the English language.
5. Experience or training in major area
6. High school degree to two years in college
7. Continual screening of their performance
8. Professionals allowed to participate in the selection of the aide to be employed
Appendix I (Continued)

16. Help students with

Characteristics

1. Able to meet people
2. Assume responsibility and carry out assigned duties
3. Willingness to learn new skills
4. Dependability
5. Initiative and energy
6. Interest and concern for people
7. Pleasant manners
8. Enthusiastic
9. Willing to follow directions
10. Ability to handle confidential data with tact and discretion
11. Considerable sophistication in their interpersonal relationship skills
12. Independent
13. Resourceful
14. Leadership qualities
15. Mature
16. Competency in basic skills
17. An articulate, energetic persevering person who can relate to the population
18. Demonstrations
19. Assist in general operation of the facility
20. Check physical conditions and equipment
21. Serve as connecting links between teachers
22. Individual assistance

Role and Title

1. The teacher aide will assist in any way the teacher deems necessary
2. Her prime responsibility will be of a clerical nature
3. Work on a 1-1 basis with women in the home
4. Assistant in sewing, cooking, buying practices, child care and homemaking
5. Ability to handle confidential data
5. Recruiters—from neighborhood, know the area, have credibility, are enthusiastic about the program, and will knock on doors

6. Connectors—mediators of the home and schools

7. "out-reach" workers

Pay

1. $3.00/hour base with adjustments for additional training

2. Full-time work from 5:30 p.m. to 9:30 p.m. 3 nights per week. Rate of pay is $2.25/hour

3. Full-time work for 9:00 a.m. to 4:00 p.m., 5 days a week, 35 hours per week. Rate of pay is $3.25 per hour