

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree)

in EDUCATION presented on July 31, 1968  
(Major) (Date)

Title: THE EMERGING ROLE OF THE TEACHER AIDE IN OREGON  
PUBLIC SCHOOLS

Abstract Approved: *Redacted for Privacy*  
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Purpose of the Study

The purpose of this study is to determine the direction of the emerging role of the teacher aide in Oregon Public Schools and to make recommendations on the basis of the findings of this study.

Securing and Treating Data

The data for this study were obtained from two major sources.  
(1) An examination was made of Oregon State Department of Education records relative to emerging teacher aide trends and employment practices in the public schools of Oregon, and (2) A questionnaire was distributed to school administrators, teacher and teacher aides in Oregon Public Schools soliciting responses to questions pertaining to the teacher aide movement.

## Findings

The data from Oregon State Department of Education records reveal that the role of the teacher aide in Oregon Public Schools has changed over the past seven years. During the early 1960's teacher aides were primarily providing clerical assistance to the classroom teacher. Current teacher aide assignment practices indicate that the teacher aide is becoming more involved in the instructional program.

The data compiled from the questionnaire indicates that although the teacher aide is becoming more involved in the instructional programs in Oregon Public Schools approximately 10% (percent) of the Oregon educators support this trend.

## Recommendations Concerning Teacher Aides in Oregon Public Schools

The following summary of recommendations is based upon the data collected during this investigation.

1. Teacher aides in Oregon Public Schools should be classified according to function.
2. Teacher aides in Oregon Public Schools should be selected on the basis of established criteria for selection.
3. Teacher aides in Oregon Public Schools should receive training commensurate with their function.
4. Teacher aides in Oregon Public Schools should become

members of instructional teams in new school staffing patterns.

5. Teacher aides in Oregon Public Schools should be employed to supplement rather than supplant the role of the teacher.

### Recommendations for Further Study

Further studies should be conducted to assess the benefits to be derived by the student who is placed with a differentiated staff of instructors.

Secondly, as the teacher aide becomes more involved in the instructional program the teacher's role will change accordingly. There will be a need to assist teachers in their adjustment to this changing role. Similarly, there will be a need to define the professional act of teaching. Can teacher aides be trained on-the-job to perform some of the tasks that teachers are now performing, and if so, can we construe these tasks to be professional? The implications for a change in the professional status of the teacher in terms of services to be performed is worthy of deep concern and further study.

The Emerging Role of the Teacher Aide  
in Oregon Public Schools

by

Louis Francis Rochon

A THESIS

submitted to

Oregon State University

in partial fulfillment of  
the requirements for the  
degree of

Doctor of Education

June 1969

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*Redacted for Privacy*

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Date thesis is presented July 31, 1968

Typed by Gwendolyn Hansen for Louis Francis Rochon

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1968

## ACKNOWLEDGMENT

I want to express my sincere appreciation and gratitude to Dr. Jack V. Hall, Director of Elementary Education, School of Education, Oregon State University for his guidance and counsel in the preparation of this thesis.

Grateful acknowledgment is made to Dr. Keith Goldhammer, Dean of the School of Education, and to Dr. Henry Ten Pas, Dr. Lester Beals, Dr. Charles Friday and Dr. Grant Blanch of Oregon State University.

I also want to express special appreciation for the encouragement, support, and consideration given me by my wife, Mary Lou, and my children Randy and Renee, during the stress of study and thesis preparation.

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# THE EMERGING ROLE OF THE TEACHER AIDE IN OREGON PUBLIC SCHOOLS

## I INTRODUCTION

### Need for the Study

There is a dire need for the study of the emerging role of the teacher aide. Joseph M. Cronin reports that prior to 1955 few schools in our nation had engaged in teacher aide experiments (12, p. 390-397). However, teacher aides have been employed in increasingly larger numbers in recent years. During the early 1960's teacher aide increases were phenomenal as reported by Garda W. Bowman and Gordon J. Klfof (5, p. 12), and Vern Archer suggests that one day the number of teacher aides in our schools may out number the teachers (1, p. 4).

There are many factors which have contributed to the increased use of teacher aides. Not the least of these is the shortage of qualified teachers.

The writer, a general consultant with the Oregon State Department of Education, in discussing the difficulty of obtaining the services of qualified personnel with district school superintendents in Oregon, determined that some superintendents were contemplating increasing

class loads. Teacher aides would then be put with teachers who were handling excessive class loads to compensate for the inequities involved with handling larger groups of students.

Similarly, tax dollars have become short and in many instances school districts have had to curtail building programs. A result of this shortage has been to crowd more children into already crowded schools. Again, to compensate for the inequities of over-crowding, and heavier class loads, teacher aides have been employed to alleviate the extra burden on the classroom teacher.

The concept of merit pay has also had subtle implications for increased teacher aide employment.

For many years unsuccessful attempts have been made by school districts to objectively evaluate and monetarily reward the master teacher.

A recognized way to compensate for the inequities of evaluating the teaching act in monetary terms as suggested by a few administrators would be to pay master teachers more for handling larger class loads. The master teachers would then serve as directors of learning or as overseers to the educational process delegating peripheral tasks to subordinate personnel such as the teacher aide.

This differentiated staffing design could emerge into a new pattern for staffing our schools. Cronin suggests that we could have master teachers, team leaders, or learning strategists supervising

and directing the activities of a number of subordinate personnel as members of a total instructional team (12, p. 390-397).

The growing use of teacher aides is also reported to the writer by Oregon administrators as filling another void in the educational process, in that, by employing teacher aides we can increase the adult-to-student ratio in the classroom. The contention being that the increased number of teachers and aides, in the schools will give boys and girls the added attention that is necessary to accelerate learning. This concern for intensified tutoring is gaining much momentum in our schools of Oregon and is typified by the Each-one-teach-one program in Lincoln County, the learner aide program in Chenoweth and the tutor-study program in Maupin.

Sheer economics have caused many people, particularly school boards, to examine new staffing patterns. A master teacher and two aides can be employed in many instances for less money than two teachers. Not only does this staffing pattern save a district money, but it decreases the adult-student ratio and ensures that more students will come under the influence of a master teacher.

The largest single contributor to the increased employment of teacher aides, however, came about by the passing of the Elementary and Secondary Education Act of 1965. The growth of teacher aides in Oregon alone as a direct result of this act has been phenomenal. Over 50 percent of current Title I projects in Oregon involve the

employment of teacher aides, and teacher aides employed in our schools have grown from a small handful in school year 1960-61 to well over a thousand in school year 1967-68.

With this increase in the employment of teacher aides we have also witnessed a change in the assignment practices of the teacher aide. Initial assignment practices, during the advent of the teacher aide movement, approximately ten years ago, found the teacher aide performing mundane and peripheral housekeeping chores for the classroom teacher (Chapter IV). The performance of these tasks by teacher aides were designed to give teachers more time to teach, or as Mitchell Wade and Eldridge R. Collins suggest, to free the teacher of the multiplicity of non-instructional and routine duties that occupy so much of a teacher's time (10, p. 20-25). It was felt further, as implied by Joseph M. Cronin, that many of the tasks now performed by teachers could be performed just as well by sub-professional or non-professional personnel (12, p. 390-397).

In the last few years teacher aides are still being assigned clerical and housekeeping tasks. However, an increasingly larger number of teacher aides are gradually becoming involved in the instructional program. Harold Howe, U. S. Commissioner of Education, feels that the teacher aide should not be restricted in function to the performing of peripheral classroom tasks, but should be permitted as individual competencies are acquired to move up a scale of



increased involvement in the instructional program (27, p. 1-5).

Concurrent with this statement, in a recent report published by the North Carolina State Department of Education it is noted that teacher aides are performing technical assistance to the teachers by working with small groups and tutoring individual students (43, p. 1-40). The U. S. Office of Education, in a current report, further substantiates the increased involvement of the teacher aide in the instructional program and discusses the merit of this increased involvement within a controlled environment (27, p. 1-5).

It becomes apparent then that the role of the teacher aide is changing, and that teacher aides are not, in general, just being assigned clerical and housekeeping chores as was the case in earlier assignment practice but are actually being involved in lesser instructional tasks.

With this change in the role of the teacher aide it becomes paramount that a study be made of emerging teacher aide trends and assignment practices in order to establish teacher aide classifications and to formulate general recommendations based upon the findings of this study.

### The Problem

Each year an increasing number of teacher aides are being employed by school districts in Oregon. With this increase comes a

growing need to:

- (1) Establish teacher aide classifications.
- (2) Make general recommendations, based upon the findings of this study, which will assist school districts with teacher aide classification and assignment practices.

### Definition of Terms

Teacher Aide:

A non-certificated United States citizen, 18 years of age or over, having a high school diploma or its equivalent, and meeting standards of moral character as required of teachers employed (or volunteer) as an assistant to a teacher (Appendix F).

### Limitations of Study

1. This study is limited to the identification of teacher aide functions.
2. The sampling to determine teacher aide assignment and classification practices is limited to Oregon.
3. Research compiled nationally was limited to solicited responses from State Departments of Education with forty-two of the fifty states responding (Appendix E).
4. The responses to statements in the questionnaire for this investigation involve judgments by school district administrators, teachers, and teacher aides, which

necessarily limits this study.

5. The review of Elementary and Secondary Education Act, Title I, projects involving the employment of teacher aides was limited to the first one hundred projects submitted to the Oregon State Department of Education during the 1967-68 school year.
6. No systematic sampling procedure was implemented. The population was determined by the general consultant staff of the Oregon State Department of Education who distributed the questionnaires to schools within their assigned geographic area within the state of Oregon.

### Procedures

The procedures followed are outlined below:

An examination was made of the literature relating to teacher aides for the purpose of assessing current teacher aide classifications and assignment practices. This information was processed in order to determine the major issues and concerns relative to the emerging and changing role of the teacher aide.

Subsequent studies were made of the Title I, ESEA files and other records of the Oregon State Department of Education to assess emerging teacher aide patterns. A questionnaire was developed and distributed to Oregon educators by the general consultant staff of the Oregon State Department of Education in their assigned geographic areas of the state of Oregon. Responses were solicited to questions pertaining to teacher aides.

These responses were subsequently compiled and analyzed along with related data in order to determine the current role of the teacher aide, and the apparent and emerging role of the teacher aide in Oregon public schools, and to establish teacher aide classifications and to make general recommendations based upon the findings of this study.

### Summary

This chapter reviews the need for the study of the emerging role of the teacher aide.

The contributors to the development of the teacher aide movement have been identified. The changes in teacher aide assignment practices have been recognized, and the need to make general recommendations and establish teacher aide classifications, have been presented.

The terms have been defined, the limitations of the study acknowledged, and the procedures to be followed during the course of this study delineated.

Chapter II summarizes the literature relating to this study.

## II REVIEW OF THE RELATED LITERATURE

In this chapter the review of literature pertaining to the teacher aide movement is systematically analyzed from the history of teacher aides to current teacher aide trends and assignment practices. Reference is also made to information that was compiled from a letter that was sent to State Departments of Education soliciting responses to information pertaining to teacher aide programs, classifications, and procurement. This information is synthesized in this chapter and documented in Appendix E.

### Historical Background

#### History of Teacher Aides

Teacher aides have been employed in diversified educational systems for many years. They have assumed various tasks and numerous titles. An editorial in Educational Research reports that:

There is no conventional definition of the term 'teacher-aide.' It has been applied to a wide range of positions, from fully certified teachers who work with small groups on tutorial or remedial basis, to persons who serve almost as matrons or custodians in transporting handicapped children. Titles used, in addition to 'teacher-aid,' include 'school assistants,' 'instructional secretaries,' 'paraprofessionals,' and 'lay readers.' All are people whose duties are assigned with a view to relieving the non-teaching load of the classroom teacher; they are not to be confused with clerical and secretarial personnel in school offices (16, p. 4).

Besides the clues to identification suggested by Educational Research, Mitchell Wade and Eldridge Collins report that the teacher aide comes in all ages and assorted backgrounds; but regardless of their age or background they have one thing in common--a desire to work with children and youth (10, p. 21).

The identification of the teacher aide leads us to the question. How long have teacher aides been around?

The National Commission on Teacher Education and Professional Standards, National Education Association, reports that auxiliary personnel or teacher aides, are people brought into the school to assist teachers in educating children and youth and further implies that the use of auxiliary personnel is not new; "Many systems have employed lay readers, library and lunchroom aides, and the like for years, drawing on parents, high school students and college students for help" (4, p. 4).

The use of auxiliary personnel to support the instructional team may have had its conception in the mind and works of Socrates many years ago. In a recent publication, the North Carolina State Department of Education remark that:

Socrates had no texts or lesson plans. But he had Plato to record his sayings, organize his teachings, and assist with leading questions at the proper point in class discussion (43, p. 1).

The first known reference to teacher aides however, is Dr. Andrew Bell's "Analysis of the Experiment in Education Made at Egmore, Near Madras," published in 1807.

It refers to an experiment in education, a form of team-teaching, at a male asylum in Madras, India, in 1797. Students were paired off as tutors and pupils. The tutor, having a better grasp of the subject matter, assisted his teammate. Each class had an assistant to help the tutors master their lessons. The assistant worked under the direction of the teacher and could be considered a teacher aide (43, p. 1).

In a recent report published by the New England Educational Assessment Project they relate that:

Sixty years ago in the New England schools, mothers were taking turns bringing noon lunches to rural schools and assisting teachers in supervising the children during their midday recreation (42, p. 7).

The North Carolina State Department of Education's report also included the statement that:

Froebel, in his first kindergarten, had no cooperation from parents of his poor pupils whose lives had been dulled by deprivation, toil and poverty. But the older sisters, when bringing their young charges to this needed school, stayed on and helped him teach the little ones (43, p. 1).

One of the earliest projects of any consequence in the United States was The Study for the Better Utilization of Teacher Competencies sponsored by the Fund for the Advancement of Education. This was inaugurated in 1952 as a cooperative project between Central Michigan College and the Bay City Michigan schools (11, p. 1-31).

Prior to 1955 few schools had engaged in teacher aide experiments according to Joseph M. Cronin, although he states that New York City has had adult laboratory assistants since 1900 (12, p. 395).

It becomes apparent then that teacher aides have been around for a long time. However there is another member of the team that cannot be ignored--the volunteer.

### Volunteers

National T. E. P. S. claims that volunteer programs have been successfully employed for years using parents, usually at the elementary level, as tutors, lunch room aides and guides or chaperones on field trips (40, p. 10).

All volunteer programs do not necessarily operate within the school setting. Gayle Janowitz tells us that many volunteer organizations have developed academic programs outside the school system. These volunteer efforts of community organizations, civic associations and church groups are often called after-school study centers (29, p. 3).

Janowitz further states, "Volunteer work has always been a tradition in America. The new aspect of this work is that volunteers have become interested in education because of an increasing awareness of the inequalities in educational opportunity. The job to be done is so great that the need for these people will continue for years" (20,



p. 7).

Marin County in California is reported by Maurice Flagg to have initiated a volunteer program in 1963 in which volunteers were recruited by the Red Cross to assist teachers as tutors and helpers giving individual attention to slow students (19, p. 16).

Bryce Perkins reports the use of school volunteers was given tremendous impetus in the summer of 1965 when an estimated 10,000 volunteers assisted Project Head Start in a myriad ways (48, p. 11).

Although there has been an increasing interest in the utilization of these volunteers, the real impact on the changing pattern of today's educational systems is the rapid rise of the teacher aide movement.

### Teacher Aide Movement

#### The Need for Teacher Aides

There is a growing awareness among professional educators and administrators that increased use of non-professional personnel would materially increase the efficiency of the entire educational system.

Croft Educational Services affirms that finally there is a way to make the teacher's job a full time teaching job for standing in the wings is a new member ready to join the instructional team--the school aide, who will become the handyman leaving the teacher free

to teach (62, p. 1).

The National Commission on Teacher Education and Professional Standards, hereafter referred to as T. E. P. S. , reports that teachers presently must handle many tasks which do not require professional skills and that the employment of auxiliary school personnel will allow teachers to do a better job of teaching (40, p. 7).

Mary D. Shipp tells us that in recent years the suggestion has been made that the teacher should be free to carry on the instructional part of his job and that someone else should handle as many of the non-professional duties as possible (53, p. 31).

The Catskill Area Project points out that too many teachers have too much to do. Their time is cut into bits and pieces and much of that time is not used in teaching. Instead it goes into chores and responsibilities that could well be assumed by auxiliary personnel (42, p. 2).

An article in the Catholic School Journal by Sister Mary Kenneth infers that, sometimes the most sensitive and competent teachers do not reach their potential because too many non-teaching chores impinge upon their time (35, p. 34-36) and Mitchell Wade and Eldridge R. Collins emphasize that the freeing of the teacher from a multiplicity of non-instructional and routine duties should result in a better instructional program in the classroom (12, p. 25).

Joseph M. Cronin also stresses that the major emphasis on the

need for teacher aides is to relieve teachers of the many time consuming tasks that may be as well done by persons of sub professional or non professional rank whose services are thus less costly. This would tend to enhance the professional status of the teacher (12, p. 391).

Raymond H. Harrison tells us that paraprofessional assistance to teachers will (1) Reduce the time the teacher spends on incidental activities and chores, (2) Improve the teaching-learning environment by providing a more orderly system thus taking some of the strain from the teacher, (3) Permit the teacher to spend more time on education while delegating some of the training activities to the aide (26, p. 1). And Frank C. Emmerling and Kanawha Z. Chaviz indicate that one of the chief obstacles to the improvement of the educational process, frequently cited by teachers, is the limited time afforded them for teaching. As one-fifth of the elementary teacher's school day is consumed with nonprofessional duties, they suggest that the employment of teacher aides would give teachers more time to teach (17, p. 175).

The U. S. Office of Education reporting on the five year study of 25 Michigan schools reports that teacher aides do relieve teachers of peripheral tasks in order that they may have more time to teach. Teacher time correcting papers was cut by 89%; monitoring written lessons, 83%; taking attendance, 76%; and preparing reports, 25%.

The time teachers spend on lesson preparation increased by 105%; recitation, 57%; individual student help, 27%; and preparation of homework assignments, 20% (28, p. 7).

This recognition of the need for teacher aides in order to relieve teachers of mundane tasks is further supported by Gaylord Nelson, United States Senator from Wisconsin. At the time he introduced Senate Bill #721 he commented: "Mr. President, I have sent to the desk, for appropriate referral to committee, a bill for the creation and implementation of a nationwide teacher aide program. This proposed legislation would be a major step toward relieving the burdens of the elementary and secondary classroom teacher through the utilization of teacher aides--personnel qualified to perform clerical and monitorial tasks now required of teachers and under the supervision of certified teachers to assist children in the need of additional instruction and attention."

This legislation is still pending but it does illustrate the magnitude of the teacher aide movement.

The need for teacher aides thus seems to be well established and is substantiated by the phenomenal increases in the use of these non-professionals during the past decade.

### Teacher Aide Growth

The rapid increase in the use of teacher aides during the last decade can best be determined by a comparison of the Report of Education Research Service 1959, The Norwalk Studies 1960 and the Michigan, North Carolina, New York and Florida Studies in August 1966.

In the Norwalk Studies, Bryce Perkins wrote to the commissioners of education in each state requesting them to report the number of school systems in their respective states using teacher aides. He received 47 replies. Reports from New England were: Connecticut, 2; Maine, 1; Massachusetts, 0; New Hampshire, 5; Vermont, 4; Rhode Island, 0. In the 1966 Studies, these same states reported the number of school systems using aides were: Connecticut, 58; Maine, 73; Massachusetts, 52; New Hampshire, 19; Vermont, 23; Rhode Island, 5 (48, p. 8).

To support this contention relative to the apparent upswing in the number of teacher aides employed during the last few years the National Education Association Research Division indicates that recent studies show that very few districts have been using teacher aides over a long period of time and that actually the use of volunteers and teacher aides has grown from a small beginning about two decades ago (40, p. 39).

Garda W. Bowman and Gordon J. Kfopf contend that the employment of teacher aides increased sharply during the mid-sixties (5, p. 3) and the New York State Department of Education made a survey of teacher aides in 1965 which indicated that 428 of the 629 school districts in the state, or 68%, were using teacher aides. However out of the 428 districts, only 10 have been using aides in excess of 10 years (2, p. 1-66).

There are indications that the number of aides employed in our school systems will continue to increase rather than diminish.

Educational Research Service reports that in a recent survey of 229 systems, seven systems reported they would be using aides for the first time beginning in the 1966-67 school year, 5 districts were discontinuing teacher aide use and 217 systems were continuing with established programs (16, p. 1). National T.E.P.S. however, reports that there are only estimates of the number of aides in our public schools but suggests that one day the auxiliary personnel may outnumber teachers (40, p. 10). Vern B. Archer also remarks that no figures are yet available on the exact number of school systems using teacher aides but also suggests that eventually teacher aides may outnumber certificated staff (1, p. 11).

Mitchell Wade and Eldridge R. Collins state that:

Some idea of the magnitude and growth of the teacher aide program can be gained from the amount of Federal funds budgeted for this program in Florida counties under

Title I of Public Law 89-10. In 1965-66 the budget for teacher aides was \$2,022,868. This amount was increased to \$3,634,330 in the 1966-67 county budgets, for a total of \$5,657,198 for this bi-ennium from Title I federal funds. During this school year--1967-68, ten counties will spend in excess of \$100,000 each, and twelve counties will spend in excess of \$40,000 each in support of this program. One small county with just over sixty teachers has budgeted \$36,309 in Title I funds for its teacher aide program (10, p. 21).

Myron Cunningham and Jeanne Webb reporting for the Florida Education Research and Development Council state flatly, "The use of teacher aides, already wide spread, will increase" (42, p. 1-35). Washington State reports that three fourths of the 344 school districts in that state are now employing aides (24, p. 3).

A publication entitled Concern of Arkansas Children, illustrating the phenomenal growth of teacher aide use in Arkansas shows that:

In 1965-66, 237 teacher aides were hired in 81 districts; in 1966-67, 617 aides were put to work in 235 districts. This year's count is not yet in, but indications are that it will be even higher (67, p. 1).

However there are many contributing factors relative to this increase which should be examined.

#### Contributing Factors to Teacher Aide Increases

Scholastic Teacher comments that until recently we have had only a few teacher aides in our schools and suggests four leading

contributors to the sudden upsurge:

Passage of the Elementary and Secondary Education Act and the anti-poverty legislation provided funds for teacher-aide programs.

The emergence of new teaching techniques, such as team teaching, made the educational process less rigid.

The realization by the general public that teachers were overburdened and in great need of help.

The mounting school population, resulting both in increased class sizes and a teacher shortage demanded that, to be more effective, teachers needed help (37, p. 24).

#### Influence of E. S. E. A. Title I

The first of these factors suggested by Scholastic Teacher, the passage of the Elementary and Secondary Education Act of 1965 has had a decided impact on increased teacher aide employment.

Educational Research reports that 68 of the 87 systems beginning teacher aide programs in the fall of 1965 financed over 50% of their programs with E. S. E. A. Title I funds (16, p. 2) and it is suggested by a recent bulletin of the office of Economic Opportunity that \$100 million may be invested in the employment of school aides during the next several years through E. S. E. A. provisions (18, p. 14).

The New England Educational Assessment Project reports that the number of aides employed in New England was relatively small until the passage of the Elementary and Secondary Education Act of



1965 (37, p. 7).

The Teacher Aide Program (T. A. P. ) of the Model School Division of the District of Columbia was entirely financed by Title I of the Elementary and Secondary Education Act of 1965 (69, p. 7) and in a recent article in *School and Society* it stated that every primary teacher in a county in Florida who is assigned to a school which qualifies under Title I of the Elementary and Secondary Education Act has been provided the services of a full time aide (61, p. 38).

In North Carolina, Joseph M. Johnston, State Administrator for E. S. E. A. Title I, reports that there has been a marked increase in aides in that state since the advent of E. S. E. A. Title I (43, p. 45). North Carolina in 1967 budgeted almost 12% of their Title I allocation for teacher aides in their belief that through the employment of teacher aides, instruction will improve, children will learn more readily and teaching will become a more attractive profession (43, p. 2).

The trend to employ an increased number of teacher aides with E. S. E. A. Title I funds is best depicted by National Education Research Division. They state in a recent national survey, one fourth of the school districts contacted reported their teacher aide programs being supported by E. S. E. A. Title I (16, p. 1).

National Teacher Education and Professional Standards also confirms the impact of E. S. E. A. Title I funds on the increased number

of teacher aides in our public schools (40, p. 7).

Besides the impact E. S. E. A. Title I has had upon the increased use of teacher aides, it has also contributed to the consideration of new staffing designs.

Malcom Provus reporting for the U. S. Department of Health Education and Welfare confirms this contention (56, p. 11).

National T. E. P. S. tells us that administrators across the country are re-examining the role of professionals and attempting to determine in which areas they may function alone more effectively and in which areas their skills can be supplemented by paraprofessionals under appropriate supervision (40, p. 49).

John F. Hughes further infers that the impact of E. S. E. A. Title I may not only prove a stop gap to personnel problems but may in fact enrich the classroom experience for all by bringing more people into the educational setting (28, p. 111).

U. S. Commissioner of Education Harold Howe is encouraging school officials throughout the nation to make the fullest possible use of part-time employees and volunteers to meet the critical need for school personnel. Federal assistance to elementary and secondary schools--particularly the billion dollar project to upgrade education for poor children--has stimulated the dynamic programs in almost every community and has caused an increased demand for school personnel (27, p. 1).

### National Teacher Shortage

It has been said by a few, such as the authors of the Catskill Area Project in Small School Design that a national teacher shortage has also contributed to teacher aide increases (53, p. 1-24). Substantiating this claim, the Opinion Poll in the National Education Journal asked administrators what their most pressing problems were as they entered 1968. Teacher shortages was listed as their first concern (44, p. 81) and as Richard R. Goulet points out, not only is there a teacher shortage but good teachers are extremely difficult to find (21, p. 49). However, a recent report published by Health Education and Welfare, of the United States Department of Education, contends that there is not a shortage of certified teachers but rather a shortage of these teachers who are presently working in our schools. They attribute this phenomenon to such factors as teachers forsaking the classroom to marry, to raise a family, or to enter other occupations (56, p. 2).

If there is, in fact, a shortage of working teachers, not everyone is amenable to the idea that teacher aides can be hired to compensate for that shortage. T.M. Stinnett relates, "Properly conceived and used, the teacher-aide idea has merit. It is not, in my judgement, an answer to the shortage of teachers and classrooms" (58, p. 18).

### Other Contributing Factors

Although Federal funding and the purported teacher shortage has had a decided impact on the increased number of teacher aides in our schools, National T. E. P. S. feels that there are other contributing factors as well. Expanding demands for school services, new dimensions in education, expanded curriculums, concepts of differentiated staff design, flexible scheduling, cooperative and team teaching, differentiated approaches to learning--all have made new demands on an already complex assignment (40, p. 7).

Some of these demands are being met by the increasing use of qualified personnel outside the teaching profession, however the increased use of non-certificated personnel poses another problem. What kind of duties and responsibilities can be assigned to teacher aides?

### Teacher Aide Duties and Responsibilities

Cronin feels that one of the problems that an increased number of teachers and administrators are going to have to face is, now that we have the aides, what are we going to do with them? (12, p. 390-397).

The kinds of jobs that aides can perform vary greatly and are influenced by grade level, subject, kind of community, educational

philosophy, and other factors, suggests the National Commission on Teacher Education and Professional Standards (40, p. 7).

T. E. P. S. points out further that the duties of teacher aides vary widely, from that of assuming clerical tasks, housekeeping chores and monitoring responsibilities, to that of giving direct assistance to students as tutors or as resource aides contributing talents such as in the area of woodworking, dance, music or art classes (40, p. 7).

There are many lists which depict the suggested duties of teacher aides. Exemplifying these lists would be those presented by Raymond H. Harrison of Fresno State College (26, p. 1-51); Bryce Perkins and Harry A. Becker, Howard University and Norwalk Public Schools, Norwalk, Connecticut (48, p. 1-64); Catherine Bruner's report in Childhood Education (7, p. 22).

Basically the lists illustrate clerical and housekeeping functions. There is however, a shift in recent published lists to include tutoring and monitoring duties as part of teacher aide responsibilities. The Oregon State Department of Education has developed materials that illustrates this trend (Appendix F).

All of these lists of suggested responsibilities for teacher aides seem to corroborate the conclusion of the Bay City Michigan Project that the duties of the teacher aides were diversified but that they also possessed general elements of continuity (37, p. 32).

There are however, widespread differences in the use of teacher aides which vary from district to district, school to school and classroom to classroom as noted in a recent article published in Concern for Arkansas Children (67, p. 1). Medill Blair and Richard G. Woodward relate for instance, that in Lexington and Missouri City there are two different functions for aides assigned to teaching teams. In Lexington, Massachusetts, the aides are assigned clerical tasks while in Missouri City the aides supervise small groups, tutor and direct some skill work or remedial work activities (3, p. 36).

The Model School Division of the Public Schools of the District of Columbia have aides involved in duties delineated as clerical in nature. However, they also have teacher aides involved with duties classified as semi-professional, such as supervising small groups, or individuals who need special assistance in reading, arithmetic or special projects (69, p. 21).

National T. E. P. S. recommends that teachers themselves should establish guidelines for teacher aides at the building level in terms of teacher aide duties and responsibilities but that they should be tentative and open to change until more data is gathered on the use of teacher aides (40, p. 8).

A review of Oregon schools in the ensuing chapters will show a parallel to the national emerging design for teacher aide use and will illustrate a gradual trend from involving teacher aides with things and

media oriented tasks such as those mentioned in the Catskill Area Small School Design (53, p. 1-24), to the involvement of teacher aides in instructional tasks such as those outlined in the Missouri City Model (49, p. 36).

It is logical, concludes National T. E. P. S. , to assign to teacher aides those duties and responsibilities that are commensurate with their abilities (40, p. 8). Assessing the multiplicity of duties that can be assigned to teacher aides leads us to the concern for the selection of aides qualified for these duties.

#### Selection of Teacher Aides

According to the Florida study: "There is a wide variation in the criteria used in the selection of teacher aides throughout Florida. Some respondents indicated that the specific job requirements have been used for criteria for employment; others used subjective criteria such as ability to work with people, interest in children, personality and appearance"(10, p. 12).

Regardless of the criteria for selection it is suggested by Bryce Perkins when potential aides indicate an interest, the school should have an application blank to give or send them. He believes that selection should start in the main office where applicants can be screened for clerical skills by a business manager, then sent on to building principals or team leaders for final selection (48, p. 45).

Vern B. Archer also feels that although the employment of teacher aides should follow the normal channels established in a school district for the employment of other staff members, the building principals and teachers should play an important role in screening and evaluating these applicants to ensure the right person for the specific job (17, p. 11). National T. E. P. S. however feels that after the initial interviews, most of the screening should take place in training programs with senior teachers assuming major responsibilities for selection (40, p. 9).

Raymond H. Harrison thinks that a selection committee should be set up for employing aides which should include a principal and perhaps another person who is closer to the classroom (26, p. 25).

Some educators feel that there are specific things to look for in teacher aide selection. Harrison cites some specifics the committee should evaluate when selecting aides in order to ensure that they will be in consonance with the best image of school personnel (26, p. 25).

However, selection practices vary far and wide. National Education Association, Research Division in a recent survey reports that approximately 10 percent of the aides are being selected by superintendents, 20 percent by central office staff, 20 percent by principals, 10 percent by teachers, and 40 percent by combinations thereof (16, p. 39).



A position which is consistent to the thinking of many Oregon educators on the selection of teacher aides, is that expressed by those in the Catskill Area Project in Small School Design which recommends that teachers with whom the prospective school aide may work should share in their selection and that they should be the ones to screen the applicants in terms of past proven ability to work well with people (53, p. 1-24).

A project conducted by the Washington School of Psychiatry in assessing what kind of aides were most successful found that the aide who was, "Willing, cooperative, enthusiastic, anxious to help, willing to learn, adaptable, versatile, flexible, kind, talented, reliable and gentle," made the best aides. They suggest that attempts be made to assess these attributes in screening applicants while, at the same time being alert for negative traits such as "limited, shy, unresponsive, loud, superior, nervous, lacking in initiative" (69, p. 66).

Catherine Brunner tells us that in selecting teacher aides, above all else, it is important that the aide like children--all children--clean, dirty, noisy, sullen, angry, afraid, exuberant, loquacious, friendly or aggressive children (7, p. 20) and Scott B. Thompson further relates that a successful aide must be able to work with people as well--all types and sizes--but particularly they should possess an appreciation of young people (65, p. 327).

Aides may also be selected from the school dropout population as illustrated at Howard University's Institute for Youth Studies which was complementary in design to the "Bethel Project" of the "Upward Bound" program (79, p. 1-23).

Robert D. Cloward in emphasizing the need for the employment of "dropouts," "pushouts," or "sit ins" as aides, tells us that tutoring can also benefit the tutor and that there is considerable merit in selecting such young people. By assisting younger students they not only acquire a better self concept but he also infers that considerable learning can take place while teaching (9, p. 606).

Gayle Janowitz envisions an even broader use of students as aides and states that every good teacher uses students as helpers (29, p. 87).

Many districts are selecting their aides from indigenous families using the support of the Community Action people in identifying candidates while still other school districts have solicited the assistance of the P. T. A. in the recruitment and selection of teacher aides (57, p. 12).

The Community Action Program of the Office of Economic Opportunity expresses the desire to see aides selected who are preferably members of the low-income community and who have not necessarily attained any designated level of academic training-- their selection would be based primarily on their eagerness and

sympathetic attitudes towards the school program, ability to work with children and a potential to work cooperatively under the supervision of the teacher and administrator (68, p. 8).

The selection of teacher aides who are indigenous members of the community warrants special attention as evidenced in the following section.

### Indigenous Personnel as Teacher Aides

Educators are asking the question--Should people indigenous to a particular environment be among the teacher aides?

Frank Reisman and Arthur Pearl stress the need for the employment of indigenous personnel as teacher aides to open up vital links of communication between the child and the teacher (47, p. 1-23).

The National T. E. P. S. also feels that the use of indigenous personnel as aides can help the teachers and administrators to better understand the community and the child--a concern voiced many times in recent years (40, p. 9); and T. E. P. S. further indicates that the use of indigenous personnel as aides might bring about better communication between professionals and pupils of differentiated backgrounds and life experiences (40, p. 7).

The Community Action Program of the Office of Economic Opportunity, in a recent publication further stresses the need to

employ low income persons as aides in order to bridge the gap between schools, parents and pupils. They cite three basic reasons for hiring indigenous members of our society as teacher aides:

- (1). Aides can serve as interpreters for pupils, helping the child to understand much that puzzles the deprived or culturally different student.
- (2). Aides can serve as interpreters for teachers as the aide is familiar with the child's home and cultural background.
- (3). Aides can serve as interpreters for parents and provide a vital link between the home and the school (68, p. 4-5).

John R. Brewer further substantiates the merit of hiring indigenous personnel when he says that aides coming from the same background as the child can reveal hidden meanings in the idioms of the culture--that "studs" means boys, "fade away to the hub" means go to the office, "shoot her down with grease" means play dirty tricks on the teacher; that "rabbits" are timid children, "erased" means beat up, and "Poor Tiny Tim" is the teacher (6, p. 20). Whether aides can and will teach this language to the teacher, states Miss Gertrude Noar, depends upon the rapport established between them (40, p. 20).

An interesting program which affords a unique opportunity to members of this low income area is the one initiated in "Spanish Harlem" in New York City. In this program aides are selected from the community who have had at least an eighth grade education and

who are indigenous to the area. This not only provides them with the opportunity to better themselves economically but to contribute to the betterment of the school and thus the community as a whole (41, p. 1-20).

Still another program is the Indian Teacher-Aide Program sponsored by Arizona State University which provides teacher aide training for indigenous personnel (63, p. 1). A unique use of these aides is described by Don Dingwall as he talks of the employment of teen aides. Teen aides are older Indian children who, being indigenous to their culture are being trained to assist pre-school Indian children prepare for their first classroom experience (14, p. 12).

Everyone does not agree however, that the employment of indigenous members of our society as teacher aides can accomplish these purposes. Gertrude Noar is dubious of this as she states:

The movement to get indigenous aides into our schools is strongly motivated by the need and desire to provide jobs for unemployed people. Some argue that poor people working in their own neighborhood schools are able to provide a bridge between middle-class teachers and lower-class children. The rationale is that, if middle-class teachers do not understand lower-class children, they can gain insight by working with lower-class adults employed as aides. Can such aides help teachers to understand the value patterns that motivate lower-class behaviors, and can they provide teachers with information about minority cultures? (40, p. 9).

But regardless of their cultural or economic background, once an aide is employed there must be a concern as to the kind of training program she should have prior to and during her employment.

### Training of Teacher Aides

National T.E.P.S. suggests that no definite decisions can be made now about desirable educational levels of prospective aides, and that their training should depend on both the jobs for which they are being prepared and on the educational levels they have attained (40, p. 9).

The Community Action Program of the Office of Economic Opportunity feel that in planning a training program for aides you should ascertain (1) what the school and community needs are (2) determine who will employ the trainees when the course is completed (3) establish how the trainees may advance step by step in a new career line (69, p. 6).

Frank C. Emmerling and Kanawaha Z. Chavis feel that a major portion of an aide's training should be on-the-job and that there should be opportunities for inservice and preservice programs; including time for aides to get together and exchange ideas (17, p. 182).

### Preservice Training

Garda W. Bowman and Gordon J. Klopf suggest that preservice training should be provided for teacher aides which would include communication between aides, teachers and administrators (5, p. 7). This notion is supported by Scott D. Thompson when he suggests that the aide and her teacher work together for a week or ten days preparing for the start of school as part of the aides inservice training (65, p. 326), and Mitchell Wade and Eldridge R. Collins contend that there is a real need for training programs for teacher aides and that such programs should include pre-employment training (10, p. 24).

Vern B. Archer concludes that although much of the training of teacher aides is done by the professional staff and is on-the-job training, consideration should be given to community college programs which should be designed to provide districts with trained aides according to their expressed needs (1, p. 11-12). Louis R. Fibel, Specialist in Occupational Education, American Association of Junior Colleges, reports that there are a number of junior colleges which are now training educational paraprofessionals. These include: Chicago City College, (Wilson Campus); Dade Junior College, Miami, Florida and St. Petersburg (Florida) Junior College. He also makes

the prediction that this development will rapidly expand (41, p. 1-20).

### Inservice Training

The Elementary and Secondary Education Act, Title I program guide recently called upon school districts to make special effort to coordinate inservice training for professional staff and educational aides who will be working together in Title I programs (45, p. 6), and the March 1968 ammendments to Title I specifically require as a condition of project approval that teachers and teacher aides receive intandem inservice training. The inservice training of the aide is to be closely allied to the service that they are to perform (45, p. 8).

In a Title I project in Maryland, the University of Maryland joined local school officials in conducting a nine day inservice training program for the aides. Through this program the aides learned about the organization and policies of the school district as well as the broad purpose of elementary education (42, p. 39).

An added impetus to the teacher aide training program is found by Robert F. Cheuvront in the Education Profession Development Act, Public Law 90-35. This act provides funds to obtain the services of teacher aides and provide them with the necessary preservice and inservice training with the view to increasing the effectiveness of classroom teachers (41, p. 1-20).

Inservice training should be a vital part of any teacher aide



program. Catherine Brunner suggests that if teacher aides are to function in educational programs, the professional staff must assume responsibility for assisting them in expanding their knowledge of the children and the community, and their role in increasing opportunities of learning for children. Inservice training could provide this opportunity (7, p. 20-22).

A combination of inservice, preservice and on-the-job training for teacher aides is recommended by the Model School Division of the Public Schools of the District of Columbia. They stress the need to train aides in four phases: (1) a week of preservice classes, (2) a program of weekly inservice seminars, (3) a special series of classes and training experiences and (4) periodic individual conferences with members of the training staff (68, p. 31).

Regardless of whether the training of teacher aides is pre-service, inservice or on-the-job training, the Staff of Croft Educational Services states that the school districts that make the most effective use of teacher aides are those districts having sound training programs (63, p. 4).

These programs have provided the vehicle whereby teacher aides can become more competent and efficient and consequently more involved in the instructional program. As their role becomes more complex, there is a growing recognition that the aide is really a partner on the professional team. This fact has already been

assumed by the United Federation of Teachers (A. F. L. -C. I. O. ). New Careers in it's Newsletter for the spring of 1968 declares that the Federation will attempt to negotiate a contract which will place educational assistants "on the professional team." Included in the proposed contract will be on-the-job training leading to promotion as well as higher professional salaries for teacher aides (44, p. 52).

As teacher aides become more involved in the instructional program with specialized jobs and higher salaries, it is unlikely that the talented aide will want to stay at the bottom of the ladder. There is evidence to believe that the employment of teacher aides may be a stepping stone to a whole new career in the field of education.

### Preparation for New Careers in Education

Harold Howe, U. S. Commissioner of Education states:

We have to be sure that teacher aides are not dead-end jobs. The talented sub-professionals should be able to move up a scale of increasingly difficult positions. There are real possibilities for the schools in using these persons. They are an enormous resource that we have not fully tapped (27, p. 1).

Pearl emphasizes still further the need for upward mobility in our society and particularly as it applies to new models for staffing our schools (47, p. 1-23).

Charles Cogen, President, American Federation of Teachers feels that there should be upward mobility for those auxiliaries who

are ambitious and able (42, p. 16), and Mitchell Wade and Eldridge R. Collins suggest that the judicious choice of teacher aides might result in the aide deciding to become a teacher and that the program may prove to be a practical way to recruit teachers (10, p. 25); and one of the conclusions to the Bay City Michigan Project was that the teacher aide program had definitely aided teacher recruitment (37, p. 1-32).

The North Carolina study states that, historically it appears that many aides are being attracted to the field of education and continue their studies to become teachers themselves (43, p. 2). The program in operation in "Spanish Harlem" in New York City has also enticed many teacher aides to go on into teacher education (41, p. 1-20).

As these aides leave the classroom for the role of college student in preparation for a teaching career they will find that the colleges themselves are responding to the influence of the teacher aide movement and are rapidly re-assessing their standards of teacher education.

#### The Affect of the Teacher Aide Movement on Teacher Education

Jack Hall, Chairman of Elementary Education at Oregon State University expresses his concern when he states that we must put more practicum into teacher education to make the theory of college

education a part of the classroom experience. To permit college students and prospective teachers an opportunity to work with children in a classroom setting during their few years in college rather than restricting potential teachers to just one student teaching experience (25). The State of Washington has only recently revised standards for teacher education and has provided the framework and the vehicle by which individuals may obtain professional status along a revised continuum of academic and classroom experiences (24, p. 1-38).

Staffing for Better Schools, a publication of the U. S. Department of Health, Education and Welfare tells of a university that has developed a teacher training program that brings individual student teachers into an intimate working relationship with classroom teachers for long periods. During the first year the student assumes aide type activities and proceeds through a more intensified involvement in educational planning and teaching until graduation (56, p. 11).

The National Commission on Teacher Education and Professional Standards feel that college students are an important source of teacher aides and that the experience of being a teacher can be extremely valuable and may help to strengthen the tie between the theory of college curriculum and the reality of the school classroom (40, p. 8). This is supported by members of the Texas Student Education Association in a discussion concerning their commitment

to teacher aide programs. They agree that working as aides while college freshman and sophomores reassured them that they were in the right field as well as affording them some wonderful experiences (41, p. 120).

Gaida W. Bowman and Gordon J. Klopf state that schools of education should provide educational opportunities for teacher aides who desire to qualify for advancement to professional status and should also incorporate into their curricula the expanded role concept of the teacher in collaborative education (5, p. 7).

The Student Teacher Education Program (S. T. E. P.) a five year preparation program for teachers of kindergarten through the eighth grades, is currently involved in establishing a three year professional education sequence correlated to work in the classroom (37, p. 1-20).

It becomes increasingly evident then that the teacher aide movement is having a tremendous impact on the entire educational scene. This causes us to assume that attitudes relative to the employment of teacher aides is universally favorable. Whether or not this assumption is correct can be determined by a careful review of these attitudes.

### Attitudes Toward Teacher Aides

In 1965 a study conducted by the New York State Department of Education showed that 93 percent of the districts surveyed considered their experiences with aides favorable; over six percent were non-committal and less than one percent expressed unfavorable opinions (40, p. 105).

Many teachers have reported that, as they move into new ways of administering classrooms, which an aide program promotes, they have found renewed satisfaction in their work (79, p. 31); or as a principal recently stated, "I don't know how we ever did without them" (40, p. 48).

A recent "Teacher Opinion Poll" indicates that 9 out of 10 teachers surveyed indicated that having teacher aides has helped them and the aides themselves report that they generally find their assignments interesting and rewarding (44, p. 19).

Frank C. Emmerling and Kanawha Z. Chavis reporting on North Carolina's Comprehensive School Improvement Project tell us that the use of teacher aides was a highly successful and beneficial experience. Further they indicate that there was a strong favorable attitude by participating teachers, principals, supervisors and superintendents toward the involvement of teacher aides as adjunct members of an instructional team (17, p. 175).

Scott D. Thompson states that teachers like the teacher aide program in his school and that they express great enthusiasm for the benefits and practicality of the program (65, p. 329) and Marilyn H. Cutler points out another important aspect; that the aides assist in the strengthening of community relations and attitudes toward the schools (13, p. 67). This was also one of the conclusions of the Bay City Michigan study when they affirmed that the aide plan was in general well received particularly by the general public (37, p. 1-32).

It appears then that the attitudes toward the employment of teacher aides are generally favorable, however, there has been expressed concerns that the employment of these paraprofessionals will cause teachers to become too remote from the children. National T. E. P. S. suggests that although this is possible, teachers should make a conscious effort to see that it does not happen (40, p. 12). However Frank C. Emmerling and Kanawha Z. Chavis contend that by employing teacher aides and relieving them of peripheral chores, teachers may be able to spend more time with each individual child (17, p. 179). And Edward I Meade, Jr. in Expanding the Community of Education agrees that to expand teaching resources we must allow others to take on some of the load--we must realize that it doesn't take professional training to monitor youngsters in the lunchroom, to supervise playgrounds or to help them put on their galoshes (68, p. 1-20).

As we envision the overwhelming acceptance of the teacher aide as a useful adjunct to the professional team, it appears that the movement is well rooted and still growing and we envision patterns emerging that may promote and foster new designs in our educational processes.

### New Design for Staffing Schools

National T. E. P. S. predicts:

The effective use of auxiliary personnel could be one of the most significant recent advances in education. As he is released from routine tasks, the teacher can devote more time to teaching and assume a truly professional role. New organizational patterns will probably evolve and differentiated roles for teachers and teacher aides will develop. It is still too early to predict the exact nature of these patterns; for example, one obvious trend is differentiation of roles for career of master teachers, regular teachers, and different kinds of aides.

The use of auxiliary personnel will also affect teacher education programs. Being an aide may become a regular part of preparing to teach and should help students to learn how to work with aides as well as give them experiences in the classroom. In such situations, colleges would need to work closely with schools, and parallel programs of work and study evolved (40, p. 11).

The U. S. Office of Education reports that the success of teacher aides may mean that the teacher of the future will be the "manager" of an instructional system which will include people as well as teaching materials (27, p. 1-5).

Joseph M. Cronin reflects that, "Although the analogies between



education and medicine or carpentry might not be entirely accurate, one does not expect the skilled medical practitioner to be concerned with bed pans, or one highly paid carpenter to be passing up planks to another. The learning process is complex, but the learning specialist ought not to be burdened with those processes that, in the end, restrict the wise use of his teaching talent" (12, p. 397).

Gertrude Noar making a similar analogy points out that it would be impossible for a doctor to do all of his own clerical work, house-keeping chores, bedside care and technical endeavors. Yet, that is what teachers are expected to do and do gladly (40, p. 14).

Croft Educational Services reinforcing this theme states:

The registered nurse once spent much of her working day doing housekeeping chores. But, spurred by a shortage of trained nurses, the realization spread that bedmaking and tray toting can be done every bit as well by an aide as by an expert trained and dedicated to caring for the sick. Today, the aide does the housekeeping; the registered nurse tends the afflicted (62, p. 1-4).

A new staffing design has emerged in the nursing profession and Croft Educational Services cites industry as an example of the profession utilizing the help of assistants, secretarial help at the very least and a scientist or engineer often has a whole team of technicians to back up his work (62, p. 1-4).

It is obvious then that, for a professional to function properly in any field there must be a backlog of personnel to handle the routine tasks. But, as this backlog of assistance in the person of the teacher

aide is new to the teaching profession we find many changing patterns. As the Bay City, Michigan Project concludes, the use of teacher aides will influence the designing of new staffing patterns for schools and effect a changing role for the professional educator (37, p. 32).

#### Review of Letters from State Departments of Education

Letters soliciting information pertaining to teacher aide classifications, programs and procurement were forwarded to all State Departments of Education in the United States. Forty-two of the 50 State Departments of Education contacted responded to the request for information pertaining to teacher aides.

The responses to this letter are included in Appendix E.

A synthesis of the comments made by representatives of the respective State Departments of Education will follow.

An analysis of the Oregon State Department of Education records is documented in Chapter IV of this study. Twenty-eight of the 42 state departments responding had little or no information pertaining to teacher aides. William R. Marsh, Director of Instructional Services summarizes their comments when he states, "The State of Alaska at this time has not developed any materials on teacher aide utilization within the state." James F. Watkins, Deputy Superintendent, Montana Department of Public Instruction states further that, "We do not anticipate making a study on teacher aides but hope that

we can rely on other studies for this information." Reed Bishop, Deputy Superintendent, Idaho State Department of Education sent a letter to other State Departments of Education soliciting similar information and he comments that, "We found little direct help from other states. Most of the states recognize the need but have not done much in the way of establishing guidelines."

Two states, California and Delaware certify teacher aides and delineate teacher aide functions. But as the Maine State Department of Education points out, "It is difficult if not impossible to draw a clear line between teaching and non teaching functions."

Basically teacher aides are being assigned clerical and house-keeping functions. C. M. Shenk, Administrative Aide, Kansas State Department of Education depicts this picture as he states, "We consider them in the technical or clerical category, and in Kansas schools may use their own judgement in the recruiting, training and reimbursement of such people." Otto J. Ruff, Director of Teacher Education and Certification for the California State Department of Education supports Kansas's views when he informs us that in California teacher aides are used to perform clerical duties.

Most states agree that teacher aides should be employed to relieve the teachers of non professional tasks. E. Rymond Peterson, Assistant Commissioner, Minnesota State Department of Education summarizes this thought when he proclaims, "The primary function

of the teacher aide is to increase the effectiveness of the teacher in the classroom. "

Most state departments recognize the need for a study of the emerging role of the teacher aide. The number of aides in our schools is increasing each year as noted by the Connecticut State Department of Education (Appendix E), and documented in this study as the increase in the number of teacher aides in our schools relates to Oregon. With this increase as stated by Reed Bishop, there is a need to study the emerging role of the teacher aide.

### Summary

The literature and materials reviewed in this chapter relate to major issues in the teacher aide movement, namely; history of teacher aides; volunteers; the need for teacher aides; growth of teacher aide movement; contributing factors to teacher aide increases; teacher aide duties and responsibilities; selection of teacher aides; indigenous personnel; training of teacher aides; new careers for teacher aides; affect upon teacher education; attitude toward teacher aides and emerging new designs.

The review of literature and the assessment of comments made by respective state representatives depicts and supports the need for this study.

The role of the teacher aide is an emerging role. Consequently,

there are many issues and problems that must be resolved as we fit the teacher aide into the educational scene. Recommendations based upon an extensive assessment of the teacher aide movement and its growing pains are made in Chapter V.

Chapter III reports the procedure followed in conducting this study.

### III PROCEDURES

#### Introduction

In order to determine teacher aide trends and assignment practices two basic procedures were followed. (1) A documentary analysis was made of the Title I, ESEA files and other records of the Oregon State Department of Education pertaining to teacher aides. (2) A questionnaire was developed and distributed to Oregon educators by the general consultant staff of the Oregon State Department of Education in their assigned geographic areas of the state of Oregon. Responses were solicited to questions pertaining to teacher aide assignment practices and general questions relating to the teacher aide movement.

#### Oregon State Department of Education Records Pertaining to Teacher Aides

Oregon State Department of Education records for the years 1960 through 1967 were used to compile information relative to teacher aide assignment practices.

Further data regarding teacher aide assignment practices was made through an analysis of the first 100 Title I, ESEA project applications submitted to the Oregon State Department of Education for approval during the 1967-68 school year.

### Construction of the Questionnaire

The questionnaire was compiled after a study of tasks performed by teacher aides in schools in Oregon and the nation. The tasks as categorized in the questionnaire were designed in such a manner as to facilitate the eventual development of guidelines for teacher aide classifications.

The proposed questionnaire was drafted and presented to members of the writer's committee and members of the Oregon State Department of Education (Instruction Division) for their critical analysis and review. The proposed questionnaire was also reviewed by members of the Oregon Education Association at a session conducted by the writer at the Oregon Education Association Conference in March of 1967. The Oregon Education Association, the Oregon State Department of Education and the School of Education at Oregon State University endorsed this study and made some recommendations relative to the construction of the questionnaire. These suggestions, along with those made by members of the writer's committee, were considered in the revised and final form of the questionnaire (Appendix A).

The questionnaire was prepared with the first page containing the specific instructions for the instrument. Provision was made for the checking of each function listed in the questionnaire, either as

tasks now performed by teacher aides, tasks that teacher aides should perform, or tasks that teacher aides should not perform. If teacher aides were being used in a school district and the tasks performed were checked as now being done a second response was required of the respondent as to whether this activity of the teacher aide should or should not be done. The last page of the questionnaire was designed to solicit responses from the respondents as to whether they agreed or disagreed with a number of general questions pertaining to teacher aides. The respondent was asked to mark his answers on the basis of his knowledge and experience.

The questionnaires were then distributed to educators in Oregon through the services of the general consultant staff of the Oregon State Department of Education of which the writer was then a member. The general consultants were able to distribute these questionnaires to school districts across Oregon as they made visits to school districts as part of their professional assignments. A log was kept of where the questionnaires had been distributed and follow up contacts were made with the recipient districts which led to the retrieval of 490 of the 500 questionnaires distributed for a retrieval percentage of 98 percent. The findings from this normative survey are outlined in Chapter IV.



### Summary

This chapter outlines the procedures that were followed during this study. Chapter IV delineates the findings of this study.

## IV FINDINGS

### Introduction

The findings were organized in two major parts. (1) An examination was made of Oregon State Department of Education records to (a) determine the increased employment of teacher aides in Oregon Public Schools over the last seven years and (b) to study the assignment practices of teacher aides in Oregon Public Schools over the last seven years. Also, concurrently, a review was made of the first 100 Elementary and Secondary Education Act, Title 1, projects during the 1967-68 school year. This review was made to determine how many of these projects involved the employment of teacher aides and to assess the nature of their assignments. (2) An analysis was made of the results of the questionnaire (Appendix B), which had been distributed to administrators, teachers and teacher aides soliciting information relative to teacher aide duties and assignment practices.

### Teacher Aide Increases

The increased employment of teacher aides in Oregon Public Schools is presented as a prelude to this chapter in order to illustrate the magnitude of the involvement of the teacher aide in Oregon education.

The teacher aide increases in Oregon Public Schools were tabulated after an exhaustive examination of Oregon State Department of Education records. Most of the information was obtained from the examination of (1) Fall Reports and the Inventory of Educational Change, form 501.2 and (2) School District Annual Report of Personnel, form D. P. 4.

The increase of the number of teacher aides employed in the public schools of Oregon is given in Table 1.

#### Duties and Responsibilities of Teacher Aides

The duties and responsibilities of teacher aides in Oregon Public Schools appear to vary from district to district, school to school and classroom to classroom. An analysis of teacher aide programs in Oregon, specifically Exhibit 201 of the Division of Administration Services, Research Division shows that in 1961 the duties of teacher aides were restricted primarily to clerical, housekeeping and things related tasks. These tasks were in line and consistent with regulations published in 1965 which states, "The work which teacher aides perform shall be that which is as nearly as possible non-instructional in nature." The suggested list of acceptable activities suggested at that time is enclosed as part of this study in Appendix F.

A summary of teacher aide programs during the 1961-1962 school year illustrates the early assignment practices of teacher aides and

appears in Table 2.

It should be noted that during the 1961-62 school year most of the teacher aides were assuming clerical and housekeeping functions with the exception of Sherman High School where they were employing a girls P. E. aide and Eugene Public Schools where a teacher aide was playing the piano for music activities.

An analysis of a summary of teacher aide assignment practices three years later during the 1964-65 school year suggests that at this time teacher aides were still assuming clerical and housekeeping functions, but that their duties and responsibilities were becoming much more diversified as noted in Table 3.

During the 1964-65 school year it is noted in Table 3 that teacher aides are becoming more involved in instructional programs. Crow - Applegate Public Schools lists the services of a teacher aide who assists in Spanish conversation. McKenzie Elementary has teacher aides assisting children to find library materials. Medford Public Schools has teacher aides supervising bus loading, recess, lunch room and free periods. Portland Public Schools have teacher aides employed to assist students with make-up work and supervising halls. Warrenton Public School at this time has teacher aides taking the noon time playground duties.

It appeared that during the 1964-65 school year, as depicted in Table 3, not only were more teacher aides being employed, but that their duties and responsibilities were not always being restricted to clerical and housekeeping tasks.

Table 1. Teacher Aides Employed in Oregon Public Schools

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<u>Elementary Schools</u>				
1961 ---- 1962	school year	33	teacher aides	
1962 ---- 1963	" "	75	" "	
1963 ---- 1964	" "	100	" "	
1964 ---- 1965	" "	120	" "	
1965 ---- 1966	" "	187	" "	
1966 ---- 1967	" "	482	" "	
1967 ---- 1968	" "	532	" "	
<u>Junior High Schools</u>				
1961 ---- 1962	school year	6	teacher aides	
1962 ---- 1963	" "	11	" "	
1963 ---- 1964	" "	20	" "	
1964 ---- 1965	" "	26	" "	
1965 ---- 1966	" "	32	" "	
1966 ---- 1967	" "	60	" "	
1967 ---- 1968	" "	80	" "	
<u>Senior High Schools</u>				
1961 ---- 1962	school year	72	teacher aides	
1962 ---- 1963	" "	87	" "	
1963 ---- 1964	" "	88	" "	
1964 ---- 1965	" "	90	" "	
1965 ---- 1966	" "	90	" "	
1966 ---- 1967	" "	160	" "	
1967 ---- 1968	" "	225	" "	
<u>Total Teacher Aide Increases</u>				
1961 ---- 1962	school year	111	teacher aides	
1962 ---- 1963	" "	173	" "	
1963 ---- 1964	" "	208	" "	
1964 ---- 1965	" "	236	" "	
1965 ---- 1966	" "	309	" "	
1966 ---- 1967	" "	702	" "	
1967 ---- 1968	" "	837	" "	

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Table 2. Teacher Aide Duties During 1961-62 School Year

School	Purpose for Which Used
Ashland Public Schools	Correct English compositions
Bend High School	Relieve librarian during lunch hour and take roll for two classes
Philomath #17	Supervise playground
Brookings - Harbor Schools	Routine classroom clerical and supervise playground
Eugene Public Schools	Routine clerical General classroom housekeeping Assist with music, play piano and other non-professional services
McKenzie River Schools	Assist librarian
Medford High School	Readers
Mill City Elementary	Assist playground supervisor
Pheonix Public Schools	Readers
Salem Public Schools	Readers Routine classroom clerical and general housekeeping duties
Sherman High School (Sherman County)	Assist with girls P. E.
Sisters Public Schools	Classroom and library clerical
Springfield Public Schools	Readers
Stayton Union High School	Readers
Vernonia Public Schools	Library clerical
Warrenton Elementary Schools	Playground assistance
Wy' East High School	Readers

Table 3. Teacher Aide Duties During 1964-65 School Year

School	Purpose for Which Used
Bethel School District	Reader, clerical
Concord Elementary	Clerical
Corvallis School District	Clerical
Crow - Applegate Public Schools	Readers, clerical, Spanish conversation, collections
Dallas Public Schools	Record grades, type and file tests, clerical
David Douglas Public Schools	Readers, assist in preparation of audiovisual materials
Diamond Elementary	clerical
Eagle Point Public Schools	clerical
Eugene Public Schools	Record grades, take attendance, prepare bulletin boards, transcribe records, general clerical
French Glen Elementary	Housekeeping, plays piano, supervises independent study and lunch period
Gresham Public Schools	clerical
Klamath County Schools	clerical
Lake Oswego Public Schools	Gather materials, clerical correct objective tests assist librarian
Lakeview Public Schools	Library, clerical
Maupin Elementary School	Clerical, collect lunch money, take attendance, prepare bulletin boards.
McKenzie Elementary	Library assistance, check in books, assist children find books
McMinnville Public Schools	Clerical, prepare visuals

Table 3. (Continued)

School	Purpose for Which Used
Medford Public Schools	Supervise bus loading, recess, lunch room, free periods, clerical, operate audiovisual equipment, prepare audiovisual materials
Milwaukie Public Schools	Record grades, take attendance, clerical
North Bend Public Schools	Readers
North Marion Public Schools	Readers
Philomath Public Schools	Playground helper
Pheonix Public Schools	Clerical
Pleasant Hill Elementary	Assist librarian, clerical Readers
Portland Public Schools	Supervise halls, take attendance, clerical, recording grades, direct make-up work
Roseburg Public Schools	Clerical
Salem Public Schools	Clerical, inventory books and supplies, correct objective tests, assist in the library, class lists
Vernonia Public Schools	Clerical, assist librarian
Warrenton Public Schools	Noon-time playgrounds

### Analysis of Appendix D

An analysis of Appendix D, which includes a list of the school districts in Oregon employing teacher aides along with the duties



and assignments of the teacher aides, will illustrate that teacher aides are currently performing more than clerical tasks in Oregon Public Schools.

High schools in Oregon are employing an increasingly larger number of teacher aides as English readers, study hall supervisors, attendance aides, department aides, water safety instructor aides, home economic assistants, machine shop aides and instructional materials center aides.

Junior high schools are also employing more teacher aides for a diversity of assignments. These include: readers, administrative aides, counselor aides, nurse's aides, clerical assistants and cafeteria aides.

Elementary schools are using teacher aides as: kindergarten helpers, custodian aides, playground supervisors, art aides, hall duty aides, noon aides, lunchroom aides, clerical aides, counselor aides, supervisory aides, music aides, girls P. E. aides, assistant coach aides, bi-lingual aides, resource aides, M. R. program aides, and audiovisual aides.

Analysis of Elementary and Secondary Education  
Act, Title 1

In order to assess current assignment practices of teacher aides a complete evaluation was made of the first one hundred E. S. E. A.

Title 1 applications submitted to the Oregon State Department of Education during the 1967-68 school year. This represented 48% (percent) of all projects submitted. Further it was ascertained that 52% (percent) of the Title I projects submitted involved the employment of teacher aides. In all, there were 114 school districts in Oregon employing 522 teacher aides with E. S. E. A. , Title 1 funds during the 1967-68 school year.

The duties and responsibilities of the teacher aides employed in the first 100 E. S. E. A. , Title 1 projects submitted to the Oregon State Department of Education during the 1967-68 school year is enclosed as part of this study in Appendix G.

A synthesis of this information reveals that although many school districts in Oregon are still employing teacher aides to perform clerical and housekeeping tasks, there is a trend toward more involvement on the part of the teacher aide in the instructional program.

For example, Silverton Public Schools #4c, Marion County, employs physical education aides to assist in their physical education program as tutors and group leaders; Canby #86c, Clackamas County, employs industrial arts aides in order to individualize instruction; and Sherwood Union High School, Washington County and Gresham Union High School #2J, Multnomah County, use teacher aides as tutors in their English programs.

A number of school districts in Oregon are also employing teacher aides to serve as tutors and small group leaders in their reading programs. Exemplifying the list of Oregon school districts that employ teacher aides for their reading programs would include the following school districts: Salem #24J, Marion County; Lewis and Clark #5, Clatsop County; Sutherlin #130, Douglas County; Scio #95C, Linn County; Paisley #11, Lake County and Portland #1, Multnomah County.

Unique uses of teacher aides finds Lynch #28, Multnomah County, using teacher aides as technicians with their closed circuit T. V. project and North Marion #15, Marion County using teacher aides as interpreters to assist the teachers with some of the cultural and language barriers they have with the migrant children.

Many of the school districts which employ teacher aides with E. S. E. A. , Title 1 funds use them as general instructional assistants. The degree to which the teacher aide is involved in the instructional program is determined by the professional staff. Examples of school districts using teacher aides as general instructional assistants would be: Fern Ridge #10, Lane County; Dallas #2, Polk County; Lincoln City, Lincoln County; Arlington #3, Gilliam County; Bend #1, Deschutes County; Vernonia #47J, Columbia County; Bethel #52, Lane County; Adrian #61, Malheur County; Klamath Falls #1, Klamath County; Imbler #11, Union County; Portland #1, Multnomah County.

It appears that teacher aides are becoming more involved in the instructional programs. However, the findings from the questionnaire which follows, suggests that not all educators are in agreement with this emerging role of the teacher aide in Oregon Public Schools.

### Findings from the Questionnaire

Five hundred questionnaires were distributed to Oregon educators by the general consultant staff of the Oregon State Department of Education. The distribution of the questionnaire was made on the basis of the considered judgment of the general consultant staff. It is recognized that their judgment of distribution was one of expediency. However, these professional people were helpful in the distribution of this questionnaire. Four hundred questionnaires were given to teachers, 50 to superintendents and principals and 50 to teacher aides.

Four-hundred-ninety of the 500 questionnaires were returned for a retrieval percentage of 98% (percent).

The following classifications depict teacher aide duties and responsibilities. Responses to general questions pertaining to teacher aide programs are placed at the end of this chapter. The majority of references for this material is found in Appendix B. All exceptions are noted.

### Clerical Assistance

A composite percentage of the clerical functions performed by teacher aides shows that teacher aides are now performing approximately 15% (percent) of school clerical tasks. However, principals and superintendents as well as teachers feel that teacher aides should render a much higher percentage of clerical services to a school. Suggested percentages by teachers and administrators for teacher aides to assume more clerical tasks range from 80% (percent) to 90% (percent). The teacher aides rate themselves still higher in terms of clerical functions that should be performed by the teacher aide, suggesting percentages of clerical activities should approximate 90% (percent).

### Collect Money

An analysis of the number of teacher aides involved in collecting money for school activities is relatively small, in general below 10% (percent). However, most of the parties surveyed agreed that aides should be permitted to accept the responsibility for the handling of student funds.

### Forms and Records

A small percentage of teacher aides are now being involved in

the keeping of forms and records. In general, approximately 80% (percent) or most of the individuals surveyed felt that the aides should assume a greater responsibility for the keeping of forms and records.

### Supplies

Although a relatively small percentage, approximately 15% (percent), of the teacher aides time is now occupied with the handling of supplies, nearly all parties surveyed, approximately 80% (percent), agreed that teacher aides should accept more responsibility in this area. In general approximately 80% (percent) of the teacher aides felt very strongly that they should assume more responsibility for supplies. There was however, an indication that not all the teachers and superintendents felt as strongly that aides should secure materials for teaching units with only approximate support of 60% (percent).

### Duplicating Material

The duplicating of teaching materials is generally accepted as a favorable function of the teacher aide. There is some hesitancy however, in permitting aides to duplicate examinations. It is felt that this feeling would probably decrease as the aide becomes an accepted member of the instructional team.

### Correcting Papers

At this point in the teacher movement it appears that not all parties are in favor of accepting teacher aides as graders of any

materials other than objective materials. This is not entirely true at the secondary level however, where we note many aides being employed as readers where they are called upon to make subjective evaluations of themes and reports.

### Recording Grades

There is general agreement, approximately 70% (percent), that teacher aides should be permitted to record grades except as it applies to the recording of them on final report cards or averaging scores and assigning grades to papers. It is here as elsewhere that the teacher aides, approximately 85% (percent), in general, feel that they could and should accept more responsibilities than educators are currently willing to relinquish.

### Instructional Assistance

In general teachers and administrators, approximately 80% (percent), support the assignment of teacher aides to peripheral instructional tasks. There is an indication that teachers don't feel that it is necessary for a teacher to supervise activities such as bus loading, hall duty, lunchroom duties and playground duties. This is further supported by comments made by most educators in recent years as we discuss the teacher aide movement. Or as one educator recently stated, "There must be other ways for teachers, if we are professional people, to spend our time in other ways than conducting

non-professional tasks." There does appear to be resistance to the notion that teacher aides should administer disciplinary measures or be involved in the administering of first aid.

### General Routine Duties

There is general acceptance, approximately 70% (percent), of the teacher aide doing the general routine classroom duties. There is not however, total acceptance of the notion that teachers aides should give spelling tests, provide desk to desk assistance, conduct sharing periods, help students find resource materials, organize committees, prepare demonstrations, construct tests, proctor tests, supervise classrooms for extended periods of time, teach a unit in art, music or a craft. It is quite apparent that administrators and teachers in general are not as liberal in their views as the teacher aide relative to giving blanket support to teacher aide involvement in the instructional programs. It appears however, that teachers are more liberal in their judgments relative to teacher aide involvement if we are talking about a teacher aide that is assigned to them rather than when we are talking about a teacher aide assigned to someone else.

### Technical Assistance

The technical assistance that can be given to the instructional staff has the support of all parties. It is possibly indicative of new



and emerging patterns. Patterns that will elevate the teacher to the position of Director of Learning, Learning Strategist, or Master Teacher who will delegate support functions to auxiliary personnel such as the teacher aide.

### Library Assistance

Teacher aides who are serving as library assistants are performing many tasks that are adjuncts to the instructional program. The activities of the teacher aide are generally acceptable as they relate to library duties and responsibilities. There is however, an expressed concern by administrators and teachers when the suggestion is made that teacher aides assigned to libraries be given the permission to order and select books.

### General Questions

As was found in an earlier study of the Bay City Michigan Project, Oregon educators do not favor increased class loads compensated for by the employment of teacher aides.

There is general agreement that teacher aides should not instruct in areas of competency. This view is not consistent however, with some of the assignment practices as noted in Appendix D. Nor is it consistent with the trend that appears to be emerging in Oregon over the last seven years (Appendix D).

There is general acceptance of 95% (percent) of the educators to the concept that professional educators should have the liberty to determine the extent that they involve the teacher aide in the instructional task. This would indicate, as we have suggested in the new regulations pertaining to the employment of teacher aides in Oregon Public Schools (Appendix F), that the teacher, as a professional person is going to have to make the decision as to what degree that they involve the teacher aide in the instructional program. In support of the findings of this study, as the writer traveled around Oregon as a General Consultant with the Oregon State Department of Education, he was able to observe, and was increasingly aware of the changing role of the teacher aide as they shift from activities which relate to things and media to activities dealing with students.

The responses to the question as to whether the Oregon State Department of Education should or should not clearly define the duties of teacher aides showed marginal agreement. The writer, as a result of this study, and as a result of assignments made by the Oregon State Department of Education realizes the necessity for a list of suggested teacher aide duties and responsibilities. However, as identified earlier, the teacher aide role is an emerging role. The role of the teacher aide continues to vary widely. To define specifically what a teacher can or cannot do defies definition. Their involvement will depend on individual competencies and the professional judgment

of educators.

To the question, should school districts be able to assign teacher aides without regard for State regulation there was overwhelming disagreement. It is apparent that most people feel the need and realize the necessity of establishing some external controls on the teacher aide movement.

There was agreement of approximately 40% (percent) that teacher aides should not be involved in any task determined to be instructional in nature by the Oregon State Department of Education. There is reason to believe, as illustrated in the E.S.E.A., Title I application, that teacher aides are performing instructional tasks. Current teacher aide regulations do not limit teacher aide tasks to non-instructional duties. In light of teacher aide changes in function and responsibilities as evidenced in this study we deemed it futile as we drafted the new regulations for teacher aides to restrict teacher aides to clerical and housekeeping functions.

There was general agreement that principals should not assume the major responsibility for teacher aide assigned duties and tasks. It may be noted that the responses of teacher aides to these questions express a much more liberal view to the extent of their involvement in instructional programs than that of the administrators or teachers. It appears from an analysis of the findings of this study that administrators, teachers and teacher aides collectively should assess the

degree that the teacher aide should be involved in the instructional program.

To the question should teacher aides determine their involvement in the instructional program, 74% (percent) of the teacher aides agreed. However, only 14% (percent) of the administrators and 8% (percent) of the teachers agreed. This appears to be indicative of the reluctance, which is probably justifiable, of the educator to permit teacher aides to make considered professional decisions.

High school dropouts should be employed as teacher aides was the question posed. 92% (percent) of the administrators, 88% (percent) of the teachers and 76% (percent) of the teacher aides disagreed. Although new career lines are being drawn, it appears that not everyone is as enthused about dropouts becoming teacher aides as others.

89% (percent) of the administrators and 84% (percent) of the teachers disagreed with the statement that teacher aides should be certified as did 64% (percent) of the teacher aides. There is general agreement from most individuals contacted that teacher aides should not be certified. Certification is not felt to be as essential as the establishment of adequate designs for teacher aide selection.

76% (percent) of the administrators, 78% (percent) of the teachers and 64% (percent) of the teacher aides felt that aides should be classified in terms of function. A suggested list of duties and responsibilities, and classifications for teacher aides is included in

the next chapter.

74% (percent) of the administrators, 72% (percent) of the teachers and 54% (percent) of the aides felt that consideration should be given to the employment of high school graduates who are attempting to earn money to go on to college. Considerations are currently under study by Hood River Schools and Oregon State University to examine the feasibility of such a design.

The employment of retired teachers as teacher aides was supported by 64% (percent) of the administrators, 62% (percent) of the teachers and 52% (percent) of the teacher aides. Although retired teachers are being hired as teacher aides it appears that they don't always function as teacher aides. It poses an interesting question when viewed in terms of economics and new staffing patterns.

There is general agreement that the professional organization should be involved in the definition of the duties and responsibilities of teacher aides with 92% (percent) of the administrators, 91% (percent) of the teachers, and 68% (percent) of the teacher aides agreeing. National TEPS of the National Education Association has been vitally concerned with teacher aide roles and functions as has The American Federation of Teachers.

88% (percent) of the administrators, 94% (percent) of the teachers and 88% (percent) of the teacher aides agree that the teacher should be involved in the selection of the teacher aides. After all, it

is continually stated, if the teacher is going to use them the teacher should be able to choose them.

There is general agreement that teacher aides should be present during the formulation of lesson plans. 7.6% (percent) of the administrators, 68% (percent) of the teachers and 79% (percent) of the teacher aides agree that the teacher aide should be involved in the formulation of lesson plans. It appears to be particularly significant, when teacher aides are assigned to teaching teams.

The findings of the questionnaire indicate that approximately 10% (percent) of the Oregon Educators expressed their approval of an increased involvement by the teacher aide in the instructional program.

### Summary

Chapter IV summarizes the findings of this study. These findings were derived from (1) An examination of Oregon State Department of Education records pertaining to teacher aide assignment practices in Oregon Public Schools and (2) A questionnaire soliciting responses to questions pertaining to the teacher aide movement which was distributed to 500 Oregon administrators, teachers and teacher aides.

## V SUMMARY AND RECOMMENDATIONS

### Introduction

The findings of this study indicate (1) The role of the teacher aide in Oregon Public Schools has changed over the past seven years. (2) Teacher aides are becoming more involved in instructional programs. (3) Teacher aides are currently assuming roles other than that of rendering clerical assistance to the classroom teacher as was the case in the early 1960's.

With this change in the role of the teacher aide in Oregon Public Schools there is a need to make recommendations on the basis of the review of literature pertaining to teacher aides in Chapter II and an analysis of the findings in Chapter IV.

Chapter V is organized in two major parts. (1) Recommendations are made for the establishment of teacher aide classifications and (2) Specific recommendations are made for teacher aide selection, training and staffing patterns, followed by general recommendations pertaining to the teacher movement.

### Recommendations for Teacher Aide Classifications

#### Teacher Aide Classifications

It is recommended that teacher aide classifications be established to denote teacher aide functions. The teacher aide should

be a person over 18 years of age and should be employed as an assistant to the professional staff in the public schools. The teacher aide should be assigned to a level commensurate with her ability based upon the recommendations of the professional staff.

Teacher aides should be people who are employed to assist the professional staff. Their role should be to supplement rather than to supplant the role of the teacher. This role may not necessarily be restricted to the performance of clerical and housekeeping tasks but rather to entering into the professional life of the school in a supportive role under the supervision and guidance of the professional staff.

The teacher, as a professional educator, should decide to what extent he will involve the teacher aide in the instructional program. The degree of involvement by the teacher aide in the instructional program should be based upon the needs of the educational program and the competency of the teacher aide as determined by the professional staff.

It is recommended on the basis of this study that the teacher aide be assigned to one of three classifications:

Teacher Aide      1 ---- Clerical and Housekeeping Assistant

Teacher Aide      11 ---- Instructional Assistant

Teacher Aide      111 ---- Instructional Media Assistant



Teacher Aide 1

Teacher Aide 1 will render clerical and housekeeping assistance to the teacher. The suggested duties and responsibilities of a

Teacher Aide 1 are listed below:

absentee lists	correct objective materials
accumulative folders	cut letters
acquariums and terrariums	cut stencils
adjust heat	dictation
adjust shades	display art work
answer phone	decorate room for holidays
arrange bulletin boards	duplicating material
bank money	dust
bookkeeping	filing
calendars	forms
cashier in lunchroom	health cards
cataloging	housekeeping
charts	inventory books and supplies
clerical work	library corner
correct objective tests	mail
collect lunch money	make charts
collect milk money	make instructional devices; games, flash cards . . . .
collect stamps	media requisitions
copy information on health cards	

mix paint	record test scores
office machines	reference materials
operate mimeograph	registers
plants	reports
prepare materials	report cards
prepare registration cards	research work
prepare transfer cards	requisition supplies
prepare posters	sharpen pencils
process books	stencils
read excuses and notes	storeroom
reading cards	ventilation
records	write on board
record absences	written assignments
record grades	

#### Teacher Aide 11

Teacher Aide 11 besides performing some of the clerical and housekeeping tasks will supplement the role and function of the teacher in the instructional program. The degree of involvement by the teacher aide in the instructional program will be determined by the professional staff. Suggested duties and responsibilities for Teacher Aide 11 are listed below:

- afternoon recess
- afternoon walks

assembly programs

assist children to lunch

assist children with lavatory training

assist children with outer garments

assist children with water fountain

assist with directions

assist in the areas of:

physical education

music

art

arts and crafts

foreign language

language arts - reading -  
spelling - penmanship

science

arithmetic

home economics

industrial arts

social science

health

speech

bus duty

opening exercises --  
flag salute

call off spelling words

physical exercises

call parents

pass out lessons

conduct show and tell

personal hygiene

correct work books

pick up assignments

counselor

play time activities

dance

read stories

distribute exams and  
materials

readers

drill

first aid	relieve teachers for short periods
field trips	seat work assistance
flash cards	sign notes of students
give health checks	slow groups
grade papers	serve snacks
grade tests	supervise lunch room
help with lessons	supervise study halls
help prepare programs	supervise playground
help students locate resource materials	take children to music
help students organize committees	take children to rest room
laboratory assistance	take children to the office
language	take children to the health room
listening skills	take care of the sick children
listen to children read	tell stories
make costumes	tutoring groups or individuals
milk break	weight and measure
monitor written assignments	morning recess

### Teacher Aide 111

Teacher Aide 111 should be expected to possess the competencies of Teacher Aide 1 and Teacher Aide 11. Teacher Aide 111

should be able to handle clerical and housekeeping functions as well as serve as a member of an instructional team. It is generally accepted that it is desirable to employ librarians who have had classroom experience in that they have a background of experiences in the instructional program that they can relate to materials and media. Similarly it should be beneficial to employ library and instructional media assistants who have also had experience within the classroom setting.

The following list of suggested duties and responsibilities arises out of the judgment of the consultants with the Oregon State Department of Education:

1. Circulation Duties

- Prepare the charge desk for daily use.

- Issue, renew, and receive materials.

- File daily book cards, and keep circulation records - library and audiovisual.

- Prepare and send overdue notices.

- Collect fines and payments for lost books.

- Schedule and circulate audiovisual equipment, supplies, instructional media materials, and supplementary texts.

- Unload materials and equipment.

- Check incoming materials and equipment.

- Check return date of borrowed materials and prepare them for return.

## 2. Clerical Duties

Check in library instructional media center mail.

Prepare magazines for circulation.

Perform simple mending of materials.

Make designated repairs on AV equipment.

Notify library instructional media specialist of audio-visual equipment needing major repair.

Prepare pamphlets, small pictures, and clippings for the vertical file.

List expendable supplies which need to be replenished and order as directed.

Keep records of supplies ordered and used.

Distribute communications from the central office - library and audiovisual.

Type correspondence.

Keep circulation, attendance, financial, and other records as directed by library instructional media specialist.

## 3. Acquisition and Mechanical Preparation of Materials

Check request lists with catalog.

Search for simple trade bibliographic data.

Make order cards.

Type orders to dealers, jobbers, and producers.

File order cards and invoices.

Maintain check lists of magazines.

Open and collate new books.

Add marks of ownership.

Type cards and pockets for books and other materials.

Paste pockets and date slips in books and other materials.

Letter, label (and shellack) books, records, filmstrips.

Add plastic covers to books.

Clip and mount materials for pamphlet file.

Prepare pamphlets for file.

Prepare books for binding.

Mount and file large pictures, prints, charts, and maps.

#### 4. Organization of Materials.

Order printed cards.

Catalog fiction.

Make cards from main entry.

Make shelf lists.

Process added copies and new editions.

File shelf list and catalog cards above the rod.

Process recataloged and reclassified books.

Complete information on printed cards.

#### 5. Assistance to teachers.

Gather materials for unit study under the director of  
the library.

Place materials on reserve, for class groups or teachers,  
as designated by the library - instructional media  
specialist.

Locate simple bibliographic information under the  
direction of the librarian.

Type subject bibliographies for teachers as the library  
instructional media specialist directs.

Relay teacher requests for materials to district or  
regional center.

Notify teachers of arrival of instructional materials which  
they have requested.

6. Assistance to the Library Instruction Media Specialist.

Keep the Library Instructional Media Center attractive  
and physically in order.

Read book shelves and keep files in order.

Schedule class library periods.

Supervise student independent use of the library.

Handle minor discipline problems.

Assist with preview arrangements of audiovisual materials.

Prepare bulletin boards and exhibits.

Assist in the preparation and production of special  
materials.

Assist in the annual inventory.

Record missing and discarded books and other materials.



Assist in the compilation and preparation of required reports.

Assist in other tasks as assigned.

It should be noted that the suggested lists of duties of Teacher Aides I, II, and III are suggested lists. The specific allocation of responsibilities to either a teacher or a teacher aide are detrimental to the best use of a differentiated staff and should only be used as guidelines for making staff assignments. What is important is that the teacher be established in a supervisory role and the teacher aide in the supportive role.

### Specific Recommendations

#### Selection

Consideration should be given to assessing the desirability of teacher aide candidate based upon established criteria for selection. It is not recommended that teacher aides be certified. Therefore, it becomes extremely important that measures are taken to ensure proper teacher aide selection.

It is recommended that a selection committee representative of the administration and the faculty of the public school be established to screen prospective teacher aide candidates. Selection of the teacher aide for employment should be based upon the following considerations which were compiled after a review of literature pertaining to teacher aide selection:

Desirable qualities of a teacher aide.

18 years of age or older.

High moral character and integrity.

Relates well to children.

Pleasant personality.

Sincere desire to work with children.

Ability to work as a member of a team.

Academically proficient.

Sensitive to the needs of children.

Interest in public education.

Desire to serve.

Willingness to accept direction.

Eagerness to learn.

Empathy for culturally disadvantaged children.

Good Health.

High school diploma or its equivalency.

Well groomed, neat.

Willingness to receive training.

Proficiency in English.

Vocational and avocational skills.

Contributor to public relations.

Clerical attributes.

Mechanical attributes.

## Training

The training of teacher aides must be established in accordance with their function, and it follows that their function must be determined by the assessed needs of the educational program.

The following considerations should be made when establishing training programs for teacher aides:

### Considerations

1. All teacher aides should receive training in (a) use of school equipment. (b) role definition and human relations. (c) human support fields. (d) survey of subject area objectives and procedures.
2. Training programs should be consistent with the assignment.
3. Preservice programs should be provided for teacher aides as an orientation to the school and the educational program.
4. In-tandem training for teachers, aides and administrators should be provided. As the teacher aide role emerges it is imperative that teachers, teacher aides and administrators work together to define the changing patterns and roles of the members of the instructional team.
5. Teachers should be given inservice training on effective ways to use teacher aides. Master teachers, who have been successful in using teacher aides should be used to conduct inservice

programs for others on successful and practical uses for teacher aides.

6. On-the-job training of teacher aides is desirable. It is important that the practicum of the on-the-job experience relates to the theory of the inservice training presentations.

7. Trained teacher aides should be involved in the training of newly employed teacher aides. Teacher aides with experience and backgrounds in the educational process can be of great assistance in training others.

8. Provisions and encouragement should be given to teacher aides to go on in their training and pursue a program in teacher education. And although it is not recommended that teacher aide training be a part of teacher education preparation it is a fertile ground for the recruitment of potentially capable teachers.

### Staffing Patterns

As the role of the teacher aide unfolds it becomes apparent that auxiliary personnel can fulfill many of the tasks currently being performed by professional personnel.

As the teacher aide relieves the teacher of many of his peripheral functions it moves the teacher into a leadership role where he becomes a director of learning and a supervisor of auxiliary personnel.

Teacher shortages, increased class loads, demands for higher teacher salaries, interest in merit pay, taxpayers concerns for increased taxes, attempts to individualize instruction, to design relevant curriculums, the explosion of knowledge, and Federal funding have all served as catalysts in bringing more people into the educational scene.

Our schools are employing an increasingly larger number of teacher aides each year, more volunteers are contributing their time to the schools and interns, student teacher, cadet teachers, learner aides and others are emerging as auxiliary members of the instructional team.

It is therefore recommended that new staffing patterns be established that will accommodate new and differentiated staff roles. The teacher should be established as the director of learning, surrounded and supported by auxiliary personnel, not the least of which is the teacher aide.

#### General Recommendations

1. Teachers should be involved in the selection of teacher aides. By involving the teacher in the selection of the teacher aide there is conceived a more definite determination of the role of the teacher and the teacher aide in the instructional program.
2. A teacher aide shouldn't be assigned to more than two teachers

other than as a member of an instructional team. As the teacher aide changes teachers her role changes and it is impossible for a teacher aide to change her role five or six times a day as she relates to different teachers with different philosophies and different instructional techniques and procedures.

3. The children, particularly primary youngsters, should be informed as to who is the teacher and who is the teacher aide, or who is teacher's helper. A few unfortunate situations have developed because of a misunderstanding on the part of the children as to who had the overall responsibility for their educational program.

4. It is strongly recommended that districts conduct intandem training for teachers and teacher aides in role theory. Children have a way of playing two adults against each other, and it is urged that the teacher and the teacher aide discuss candidly role relationships. In essence the teacher and the teacher aide must work together in harmony as a team, any disruption of this harmony is quickly sensed and capitalized on by some students.

5. Written policies should be established by school districts which clearly define district philosophy relative to the use of teacher aides.

6. The final responsibility for assigning teacher aides to specific duties and tasks rests with the classroom teacher. It is the responsibility of the teacher to decide how he can best utilize the services of the teacher aide. The teacher must make a professional judgment

relative to the degree that he involves the teacher aide in the instructional program.

7. Consideration should be given to the possibility of having the teacher aide program serve as a recruitment program for prospective teachers.

8. Consideration should be given to the possibility of hiring as teacher aides, recent high school graduates who would like to go on to college but don't have finances. These young people could work as teacher aides during the day and take evening classes which would eventually permit them to go on and become teachers.

9. Consideration should be given to the hiring of teacher aides who are indigenous to a particular culture. Students with cultural backgrounds different than those of many teachers need the opportunity to identify and relate to adults of the same ethnic and cultural background who can serve as interpreters.

10. New staffing patterns should be studied both in terms of their efficiency and their economy.

11. New career lines should be established in order to give indigenous members of society the opportunity to go on and become professionals if they should so desire.

12. Teacher aide classifications should be established by school districts in order to differentiate between different levels of individual competencies, training and assignment practices.

13. Teacher aides should not substitute for teachers, but teacher aides II and III should be able to compensate for short periods of teacher absences if they have been adequately prepared and instructed by the teacher beforehand.
14. Schools of Education should design programs that will prepare novice teachers in the art of working with, and accepting the services of auxiliary personnel. Many instances have already presented themselves where beginning teachers have gone into the classroom totally unprepared to accept the assistance of the teacher aide.
15. It is recommended that until teachers are trained to work with teacher aides or other auxiliary personnel that teacher aides be assigned to teachers who have stable programs.
16. Teacher aides who are bi-lingual should be hired to interpret the mores of a particular culture as well as assist in oral interpretation. It is also recommended that bilingual assistants, when available, be hired as resource aides to foreign language teachers.
17. It is recommended that teacher aides with certain vocational or avocational skills be employed to give individual and group assistance to students with diversified vocational and avocational interests.
18. Teacher aides should be trained to work as tutors with small groups and individuals. The teacher aide working under the supervision and direction of a master teacher could assist the teacher in the individualization of instruction and improve the opportunity to the



student to work with an adult on an extended one-to-one basis.

19. Opportunities should be extended to people with three or four years of college or people with degrees in other fields. The experience of serving as a teacher aide may encourage them to pursue a program in teacher education.

20. Surveys should be made of the community and region to ascertain what human resources are available as teacher aides. If we are ever going to design relevant curriculums and individualize instruction we are going to have to go beyond the four walls of the school and solicit the support of the community and its untapped human resources, the teacher aide.

#### Recommendations for Further Study

21. Further studies should be conducted to assess the benefits to be derived by the student who is placed with a differentiated staff of instructors.

22. As the teacher aide becomes more involved in the instructional program the teacher's role will change accordingly. There will be a need to assist teachers in their adjustment to this changing role. Similarly there will be a need to define the professional act of teaching. Can teacher aides be trained on-the-job to perform some of the tasks that teachers are now performing, and if so, can we construe these tasks to be professional? The implications for a change in the professional status of the teacher in terms of services to be performed is worthy of deep concern and further study.

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## APPENDICES



## APPENDIX A

### QUESTIONNAIRE AND ENDORSEMENTS

## THE ROLE OF TEACHER AIDES IN OREGON PUBLIC SCHOOLS

Dear Educators:

This study is being conducted to assess the extent of involvement that teacher aides now assume and should assume in complementing and assisting the classroom teacher. This study should be helpful in establishing future guidelines for teacher aide employment in Oregon's public schools.

This study has the endorsement of the Oregon State Department of Education, the Oregon Education Association, and the School of Education, Oregon State University.

Your cooperation in completing the following questionnaire will be deeply appreciated. Your returns are important in making this study complete.

### INSTRUCTIONS: Please complete the following items:

Female	Male	( ) Superintendent	( ) Principal	( ) Supervisor	( ) Teacher	( ) Teacher Aide	1 Elementary School	2 Junior High School	3 High School																								
<b>B. SEX</b>		<b>C. POSITION:</b> Please check one.					<b>D. TYPE OF ORGANIZATION:</b> Please check one.																										
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>1 Less than 100</td><td></td></tr> <tr><td>2 100-199 pupils</td><td></td></tr> <tr><td>3 200-299 pupils</td><td></td></tr> <tr><td>4 300-399 pupils</td><td></td></tr> <tr><td>5 400-499 pupils</td><td></td></tr> <tr><td>6 500-999 pupils</td><td></td></tr> <tr><td>7 1000-1499 pupils</td><td></td></tr> <tr><td>8 1500 pupils and over</td><td></td></tr> </table>					1 Less than 100		2 100-199 pupils		3 200-299 pupils		4 300-399 pupils		5 400-499 pupils		6 500-999 pupils		7 1000-1499 pupils		8 1500 pupils and over		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">YES</td> <td style="width: 50%;">NO</td> </tr> <tr> <td colspan="2">F. Does your school district employ teacher aides? Please check:</td> </tr> <tr> <td>YES</td> <td>NO</td> </tr> <tr> <td colspan="2">G. Are you being assisted by a teacher aide? (Teachers only need respond.)</td> </tr> </table>			YES	NO	F. Does your school district employ teacher aides? Please check:		YES	NO	G. Are you being assisted by a teacher aide? (Teachers only need respond.)	
1 Less than 100																																	
2 100-199 pupils																																	
3 200-299 pupils																																	
4 300-399 pupils																																	
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6 500-999 pupils																																	
7 1000-1499 pupils																																	
8 1500 pupils and over																																	
YES	NO																																
F. Does your school district employ teacher aides? Please check:																																	
YES	NO																																
G. Are you being assisted by a teacher aide? (Teachers only need respond.)																																	
<b>E. Size of your school:</b> Please Check:																																	

### H. DIRECTIONS:

- Listed in the following sections are a number of duties and responsibilities assumed by a teacher aide. In column A please check those things that teacher aides are now being permitted to do in your building. If you are not sure please leave this column blank.
- In column B check those things that, in your opinion, teacher aides should be permitted to do.
- In column C check those things that, in your opinion, teacher aides should not be permitted to do.

A Now do	B Should do	C Should not do	
			—— Clerical Assistance: Attendance ——
			1. Take daily attendance to the office
			2. Mark daily attendance on the registers
			3. Balance registers in pencil. Ink when checked by the principal.
			4. Mark attendance on report cards, permanent records, and transfer cards.
			—— Collect Money ——
			5. Collect milk and lunch money
			6. Collect stamps and bank money
			7. Collect class dues, party money, etc.
			8. Be responsible for safe keeping of funds
			—— Forms and Records ——
			9. Prepare registration cards
			10. Prepare transfer cards
			11. Copy information on health cards
			12. Complete reports on standardized test scores, audiometer and visual test, for certificated personnel
			13. Record test scores on permanent record
			14. Record grades on permanent record sheet
			15. Record personal remarks made by teacher on the students permanent record
			16. Read and record excuses for absences

A Now do	B Should do	C Should not do	
			_____ Supplies _____
			17. Submit requisition for supplies (signed by teacher)
			18. Be responsible for routine supply orders
			19. Secure pictures, books, art supplies and other illustrated materials for units to be taught by the teacher.
			20. Inventory books and supplies
			21. Prepare resource lists of audiovisual aids available for a particular unit of study.
			_____ Duplicate Material _____
			22. Make master copies of daily work
			23. Make master copies of tests
			24. Duplicate instructional material
			25. Duplicate examination papers
			_____ Correcting Papers _____
			26. Correcting objective tests
			27. Correcting objective class work
			28. Correct subjective tests under teacher supervision
			29. Correct subjective class work --- essays, themes, reports, note books, under teacher supervision.
			30. Correct work books
			_____ Recording Grades _____
			31. Record grades in teacher's grade book
			32. Average grades by percentage and assign grades to individual papers after correcting (arithmetic, etc.)
			33. Record grades for final report card
			34. Prepare permanent and duplicate report cards with name and grade
			35. Check report cards in end out
			_____ Instructional Assistance _____
			36. Supervise pupils during the lunch period _____ 1. With teacher in attendance _____ 2. Without teacher in attendance
			37. Supervise pupils on the playground _____ 1. With teacher in attendance _____ 2. Without teacher in attendance
			38. Supervise pupils to and from playgrounds, the lunchroom, assemblies and while re-grouping
			39. Assume hall duties _____ 1. With teacher in attendance _____ 2. Without teacher in attendance
			40. Accompany sick child to the school nurse or office
			41. Supervise the loading and unloading of buses _____ 1. With teacher in attendance _____ 2. Without teacher in attendance
			42. Assist in giving first aid treatment
			43. Assist with supervision on field trips
			44. Help with wraps and clothing
			45. Monitor study halls _____ 1. With teacher in attendance _____ 2. Without teacher in attendance
			46. Be in charge of opening exercises ... flag salute, singing, etc.
			47. Check daily health of pupils, keep health records up to date
			48. Help children with grooming
			49. Supervise children to and from restrooms and assist young children with toilet training.
			50. Pass out lesson material and collect completed work
			51. Keep record of work turned in and check on unfinished work at the end of the school day
			52. Arrange for field trips
			53. Administer necessary disciplinary action when pupils are under the sole supervision of the aide.

A Now do	B Should do	C Should not do	
			54. Serve snacks
			55. Receive messages and door interruptions, and take messages from room to room or to the office.
			56. Assist in closing routine; desk check, pass out notices that are to be sent home, etc.
			57. Carry out teacher prescribed disciplinary action for minor infractions
			————General Routine Duties————
			58. Arrange bulletin boards
			59. Display art work
			60. Set science displays, book tables, etc.
			61. Decorate room for holidays
			62. Make charts planned by the teacher
			63. Mount pictures and keep picture file in order
			64. Make entries prepared by the teacher on the chalk board
			65. Prepare and arrange art material to be used in a lesson
			66. Make instructional devices; games, flash cards, etc.
			67. Be in charge of athletic equipment
			68. General housekeeping duties; water plants, arrange desks, room ventilation and dusting, lighting and temperature.
			69. Arrange for audiovisual equipment, deliver and return
			70. Keep files of children's work
			71. Secure picture books, art supplies for lessons taught by teacher
			72. Issuing textbooks to students
			73. Numbering textbooks for distribution
			74. Make periodic check of the student's textbook conditions
			75. Call off spelling words
			76. Give spelling tests
			77. Review material with slow learners
			78. Help students with make-up work
			79. Read during story period
			80. Provide desk-to-desk assistance during classroom activities
			81. Monitor written assignment after an explanation by the teacher
			82. Listen and help with reading groups
			83. Conduct sharing period (show and tell)
			84. Help students locate resource material
			85. Help students organize committees for unit study
			86. Play the piano for different activities
			87. Help students with projects in arts and crafts
			88. Writing and preparing demonstrations and experiments in science and other fields
			89. Proctoring tests
			90. Constructing tests for a teacher
			91. Supervise the classroom when a teacher is temporarily called out of the room
			92. Grade arithmetic papers
			93. Supervise the classroom following a teacher's directions when the teacher is gone for half a day
			94. Teaching a part of a class about a simple understanding skill or appreciation
			95. Teach a conversational foreign language
			96. Teach music, art, crafts, when it is impossible to obtain the services of certified personnel.
			————Technical Assistance————
			97. Make overhead transparencies
			98. Preview films and other audiovisual material in order to assist teacher with unit and lesson plans
			99. Operate audiovisual equipment
			100. Repair and check on upkeep of audiovisual equipment

A Now do	E Should do	C Should not do	
			101. Be in charge of the transfer of all audiovisual equipment between classrooms and schools
			—— Library Assistance ——
			102. Process new books, type cards and pockets, catalogue books, and put call numbers on books.
			103. Take inventory of classroom libraries
			104. Order books
			105. Shelf books
			106. Check out books
			107. Repair and mend books
			108. Gather material for teachers working on unit or lesson plans
			109. Prepare and maintain resource files
			110. Assist students locate resource material

**4. DIRECTIONS:**

- a. Listed in the following section are a number of general questions pertaining to the use of teacher aides. In column A check those statements with which you agree.
- b. In column B check those statements with which you disagree.

A Agree	B Disagree	
		111. Class loads should be increased approximately one-third and teachers should be given the services of a full-time aide
		112. Aides should be permitted to instruct in areas of competencies when certified personnel are not available
		113. The professional teacher should be permitted to determine the extent to which they involve the aide in the instructional task
		114. The Oregon State Department of Education should clearly define the duties and responsibilities of the teacher aide
		115. School districts should be permitted to define the duties and responsibilities of teacher aides without State regulations
		116. Teacher aides should not be involved in any task that may be determined instructional in nature by the Oregon State Department of Education
		117. School principals should be permitted to determine the extent to which they involve aides in the instructional task
		118. Teacher aides should be permitted to use their judgment and discretion in the extent that they involve themselves in the instructional task
		119. High school dropouts should be employed as teacher aides
		120. Teacher aides should be certified by the Oregon State Department of Education
		121. Teacher aides should be classified in terms of individual competencies in relationship to duties that they should perform
		122. High school graduates who are trying to earn enough money to go on to college should be employed as teacher aides
		123. Retired teachers should be employed as aides
		124. The professional organization should be involved in defining the duties and responsibilities of teacher aides
		125. Teachers should be involved in the selection of teacher aides
		126. Teacher aides should be involved during the formulation of unit and lesson plans

Any comments or additional questions that you would consider posing would be greatly appreciated.

OREGON STATE UNIVERSITY  
School of Education

Corvallis, Oregon 97331  
Office of the Dean

March 21, 1967

TO: Those Receiving Survey Forms from Louis Rochon

FROM: F. R. Zeran, Dean, School of Education, Oregon State  
University

Louis Rochon is currently examining "The Role of the Teacher Aide in Oregon's Public Schools," as part of his doctoral study. This study receives the endorsement of the School of Education, Oregon State University.

This study is being conducted to assess the extent of involvement that teacher aides now assume and should assume in complementing the role of the professional teacher. This study should provide valuable information relative to the establishment of future guidelines for the employment of teacher aides in Oregon's public schools.

In order to facilitate this study a questionnaire is being sent to school administrators, teachers, teacher aides, and the professional organization eliciting their responses to questions pertaining to teacher aide utilization. This information will be carefully compiled and analyzed in an attempt to formulate definitions of the emerging duties and responsibilities of teacher aides and should assist Oregon in assuming leadership in an area that many other states are still attempting to define.

This study, I hope, will provide direction to the development of the best use of teacher aides so that the professional preparation of teachers will be utilized to the optimum. I would hope that you will take the time out of your busy lives to complete the survey form and return it to Mr. Rochon.

OREGON EDUCATION ASSOCIATION

1530 S. W. Taylor Street • Portland, Oregon 97205 • Telephone 226-2831

March 25, 1967

Mr. Louis "Bud" Rochon  
4607 38th Avenue, N. E.  
Salem, Oregon

Dear Mr. Rochon:

I am very interested in the study which you are undertaking entitled "The Role of the Teacher Aide in Oregon Public Schools."

This is an area that needs more research. Many school districts in Oregon are adding teacher aides to the school program and much exploratory work remains to develop the proper role for these people.

I am most happy to endorse your project and wish you the most of success in the completion of it.

If I can be of further aid, please let me know.

Sincerely yours,

C. W. Posey  
Executive Secretary

CWP:dc

STATE OF OREGON  
STATE DEPARTMENT OF EDUCATION  
Public Service Building  
SALEM, OREGON 97310

March 21, 1967

The Oregon State Department of Education, in acknowledgment of the value and merit of a study dedicated to defining the emerging role of the teacher aide in Oregon Public Schools, endorses the doctoral study being conducted by Mr. Louis Rochon entitled, "The Role of the Teacher Aide in Oregon's Public Schools."

This study should serve as an illustration of the services currently being rendered by teacher aides in the public schools of Oregon, and should portray the feelings and reactions of professional and nonprofessional personnel relative to the definition of this emerging role.

It is hoped that this study will complement the continued analysis and assessment of the use of teacher aides in Oregon's schools being conducted by the Oregon State Department of Education, and that it will further enhance contemporary education.

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LPM:pjw



APPENDIX B

TABULATION OF RESPONSES  
TO QUESTIONNAIRE

Table 1. Clerical assistance: Attendance (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
1. Take daily attendance to the office	18	85	15	17	86	14	16	90	10
2. Mark daily attendance on the registers	10	83	17	12	89	11	17	91	9
3. Balance registers in pencil. Ink when checked by the principal.	10	80	20	11	82	18	10	85	15
4. Mark attendance on report cards, permanent records, and transfer cards	16	90	10	18	88	12	18	92	8

Table 2. Collect money (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
5. Collect milk and lunch money	10	84	16	7	86	14	10	90	10
6. Collect stamp and bank money	8	87	13	6	85	15	8	91	9
7. Collect class dues, party money, etc.	4	81	19	2	81	19	10	92	8
8. Be responsible for safe keeping of funds	2	80	20	6	81	19	10	85	15

Table 3. Forms and records (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
9. Prepare registration cards	14	80	20	14	78	22	15	90	10
10. Prepare transfer cards	15	70	30	17	75	25	17	95	5
11. Copy information on health cards	20	94	6	18	90	10	18	96	4
12. Complete reports on standardized test scores, audiometer and visual test, for certificated personnel	10	98	2	12	90	10	11	94	6
13. Record test scores on permanent record	20	95	5	28	88	12	27	94	6
14. Record grades on permanent record sheet	25	92	8	26	90	10	30	89	11
15. Record personal remarks made by teacher on the student's permanent record	15	93	7	14	87	13	18	91	9
16. Read and record excuses for absences	20	96	4	21	93	7	30	90	10

Table 4. Supplies (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
17. Submit requisition for supplies (signed by teacher)	10	90	10	12	88	12	11	90	10
18. Be responsible for routine supply orders	8	75	25	6	74	26	8	80	20
19. Secure pictures, books, art supplies and other illustrated materials for units to be taught by the teacher	28	60	40	27	62	38	24	71	29
20. Inventory books and supplies	20	78	22	21	76	24	25	79	21
21. Prepare resource lists of audiovisual aids available for a particular unit of study.	10	62	38	15	60	40	16	80	20

Table 5. Duplicating material (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
22. Make master copies of daily work	8	62	38	15	60	40	16	82	18
23. Make master copies of tests	12	64	36	14	58	42	17	84	16
24. Duplicate instructional material	24	84	16	21	78	22	19	94	6
25. Duplicate examination papers	30	82	18	28	76	24	27	95	5

Table 6. Correcting papers (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
26. Correcting objective tests	60	84	16	47	76	24	42	94	6
27. Correcting objective class work	64	84	16	46	73	26	44	94	6
28. Correct subjective tests under teacher supervision	6	10	90	4	6	94	8	50	50
29. Correct subjective class work... essays, themes, reports, notebooks, under teacher supervision	8	10	90	4	6	94	8	50	50
30. Correct workbooks	20	60	40	20	70	30	76	88	12

Table 7. Recording grades (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
31. Record grades in teacher's grade book	24	24	76	6	10	90	8	20	80
32. Average grades by percentage and assign grades to individual papers after correcting (arithmetic, etc.)	20	20	80	36	15	85	34	20	80
33. Record grades for final report card	15	16	84	12	13	87	16	25	75
34. Prepare permanent and duplicate report cards with name and grade	12	82	18	18	60	40	20	10	90
35. Check report cards in and out	28	85	15	25	85	15	22	10	90

Table 8. Instructional assistance (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
36. Supervise pupils during the lunch period without teacher in attendance	30	65	35	32	70	30	40	80	20
37. Supervise pupils on the playground without teacher in attendance	32	68	32	30	72	28	38	85	15
38. Supervise pupils to and from playground, the lunchroom, assemblies and while regrouping	35	74	26	35	76	24	40	82	18
39. Assume hall duties without teacher in attendance	34	76	24	34	82	18	42	84	16
40. Accompany sick child to the school nurse or office	40	78	22	38	70	30	42	82	18
41. Supervise the loading and unloading of buses without teacher in attendance	35	80	20	30	84	16	45	92	8
42. Assist in giving first aid treatment	10	42	58	10	40	60	15	52	48
43. Assist with supervision on field trips	40	85	15	45	84	16	60	88	12
44. Help with wraps and clothing	40	78	22	46	86	14	65	92	8
45. Monitor study halls without teacher in attendance	30	68	32	30	74	26	40	82	18
46. Be in charge of opening exercises... flag salute, singing, etc.	16	74	26	20	70	30	30	76	24
47. Check daily health of pupils, keep health records up to date	20	78	22	25	72	28	30	84	16
48. Help children with grooming	10	85	15	15	82	18	24	88	12
49. Supervise children to and from rest-rooms and assist young children with toilet training	20	80	20	24	76	24	32	84	16
50. Pass out lesson material and collect completed work	60	72	28	62	62	38	64	78	22
51. Keep record of work turned in and check on unfinished work at the end of the school day	10	78	22	15	58	42	22	76	24
52. Arrange for field trips	10	85	15	20	72	28	25	82	18
53. Administer necessary disciplinary action when pupils are under the sole supervision of the aide	4	6	94	6	6	94	26	10	90
54. Serve snacks	16	88	12	18	88	12	20	90	10
55. Receive messages and door interruptions, and take messages from room to room or to the office	22	90	10	23	92	8	22	98	2
56. Assist in closing routine; desk check, pass out notices that are to be sent home, etc.	18	76	24	16	68	32	34	82	18
57. Carry out teacher prescribed disciplinary action for minor infractions	10	10	90	8	16	84	6	20	80

Table 9. General routine duties (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
58. Arrange bulletin boards	24	42	58	25	38	62	28	68	32
59. Display art work	26	48	52	30	50	50	32	65	35
60. Set science displays, book tables, etc.	30	52	48	28	48	52	32	64	36
61. Decorate room for holidays	30	64	36	28	48	52	34	74	26
62. Make charts planned by the teacher	20	68	32	22	68	32	24	76	24
63. Mount pictures and keep picture file in order	24	76	24	24	80	20	26	84	16
64. Make entries prepared by the teacher on the chalk board	26	80	20	20	78	22	20	84	16
65. Prepare and arrange art material to be used in a lesson	12	76	24	14	48	52	16	80	20
66. Make instructional devices; games, flash cards, etc.	14	82	18	16	84	16	16	90	10
67. Be in charge of athletic equipment	10	90	10	8	92	8	12	94	6
68. General housekeeping duties; water plants, arrange desks, room ventilation and dusting, lighting and temperature	16	82	18	18	86	14	20	88	12
69. Arrange for audiovisual equipment, deliver and return	24	86	14	26	84	16	34	92	8
70. Keep files of children's work	8	72	28	12	64	36	14	70	30
71. Secure picture books, art supplies for lessons taught by teacher	22	84	16	24	76	24	26	82	18
72. Issuing textbooks to students	18	82	18	24	74	26	30	86	14
73. Numbering textbooks for distribution	28	88	12	26	90	10	26	100	0
74. Make periodic check of the student's textbook conditions	26	84	16	24	76	24	28	84	16
75. Call off spelling words	10	82	18	10	72	28	16	82	18
76. Give spelling tests	6	10	90	14	8	92	12	24	76
77. Review material with slow learners	40	62	38	56	64	36	64	76	24
78. Help students with make-up work	62	64	36	54	65	35	60	82	18
79. Read during story period	48	84	16	24	84	16	30	92	8
80. Provide desk-to-desk assistance during classroom activities	18	40	60	24	28	72	28	48	52
81. Monitor written assignment after an explanation by the teacher	22	42	58	26	44	46	32	74	26
82. Listen and help with reading groups	42	54	46	40	54	46	46	62	38
83. Conduct sharing period (show and tell)	22	28	72	18	18	82	20	68	32
84. Help students locate resource material	24	24	76	18	20	80	24	44	56
85. Help students organize committees for unit study	10	10	90	8	8	92	8	24	76
86. Play the piano for different activities	36	50	50	34	48	52	26	80	20
87. Help students with projects in arts and crafts	8	40	60	8	38	62	12	64	36

Table 9. Continued.

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
88. Writing and preparing demonstrations and experiments in science and other fields	0	0	100	0	0	100	4	4	96
89. Proctoring tests	14	20	80	14	16	84	16	46	54
90. Constructing tests for a teacher	0	0	100	0	0	100	0	0	100
91. Supervise the classroom when a teacher is temporarily called out of the room	18	42	58	16	26	74	24	68	32
92. Grade arithmetic papers	6	48	52	8	44	56	12	64	36
93. Supervise the classroom following a teacher's directions when the teacher is gone for half a day	0	10	90	0	2	98	0	10	90
94. Teaching a part of a class about a simple understanding skill or appreciation	0	10	90	0	6	94	0	8	92
95. Teach a conversational foreign language	0	12	88	0	4	96	0	66	34
96. Teach music, art, crafts, when it is impossible to obtain the services of certified personnel	0	18	82	0	6	94	0	64	36

Table 10. Technical assistance (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
97. Make overhead transparencies	10	80	20	12	78	22	14	84	16
98. Preview films and other audiovisual material in order to assist teacher with unit and lesson plans	8	75	25	10	72	28	12	82	18
99. Operate audiovisual equipment	34	84	16	28	85	15	36	91	9
100. Repair and check on upkeep of audiovisual equipment	22	90	10	18	92	8	20	94	6
101. Be in charge of the transfer of all audiovisual equipment between classrooms and schools	21	92	8	17	92	8	24	96	4

Table 11. Library assistance (responses given in percent).

	Principals and Superintendents N = 50			Teachers N = 390			Teacher Aides N = 50		
	A	B	C	A	B	C	A	B	C
102. Process new books, type cards and pockets, catalog books, and put call numbers on books	14	82	18	16	78	22	20	86	14
103. Take inventory of classroom libraries	8	50	50	8	68	32	6	36	64
104. Order books	0	98	2	0	100	0	0	82	18
105. Shelve books	80	94	6	76	96	4	84	96	4
106. Check out books	76	76	24	68	68	32	66	84	16
107. Repair and mend books	24	78	22	12	81	19	14	88	12
108. Gather material for teachers working on unit or lesson plans	14	48	52	17	38	72	21	60	40
109. Prepare and maintain resource files	15	50	50	13	38	62	12	64	36
110. Assist students locate resource material	14	30	70	10	22	78	22	69	31



Table 12. General questions pertaining to the use of teacher aides (responses given in percent).

	Principals and Superintendents N = 50		Teachers N = 390		Teacher Aides N = 50	
	A	D	A	D	A	D
111. Class loads should be increased approximately one-third and teachers should be given the services of a full-time aide	6	94	7	93	36	64
112. Aides should be permitted to instruct in areas of competencies when certified personnel are not available	12	88	4	96	38	62
113. The professional teacher should be permitted to determine the extent to which they involve the aide in the instructional task	94	6	94	6	95	5
114. The Oregon State Department of Education should clearly define the duties and responsibilities of the teacher aide	54	46	60	40	62	38
115. School districts should be permitted to define the duties and responsibilities of teacher aides without State regulations	16	84	8	92	16	84
116. Teacher aides should not be involved in any task that may be determined instructional in nature by the Oregon State Department of Education	38	62	40	60	46	54
117. School principals should be permitted to determine the extent to which they involve aides in the instructional task	37	63	32	68	54	46
118. Teacher aides should be permitted to use their judgment and discretion in the extent that they involve themselves in the instructional task	14	86	8	92	74	26
119. High school dropouts should be employed as teacher aides	8	92	12	88	24	76
120. Teacher aides should be certified by the Oregon State Department of Education	11	89	16	84	36	64
121. Teacher aides should be classified in terms of individual competencies in relationship to duties that they should perform	76	24	78	22	64	36
122. High school graduates who are trying to earn enough money to go on to college should be employed as teacher aides	74	26	72	28	54	46
123. Retired teachers should be employed as aides	64	36	62	38	52	48

Table 12. Continued.

	Principals and Superintendents		Teachers		Teacher Aides	
	N = 50		N = 390		N = 50	
	A	D	A	D	A	D
124. The professional organization should be involved in defining the duties and responsibilities of teacher aides	92	8	91	9	68	32
125. Teachers should be involved in the selection of teacher aides	88	12	94	6	88	12
126. Teacher aides should be involved during the formulation of unit and lesson plans	76	24	68	32	79	21

## APPENDIX C

TEACHER AIDES EMPLOYED IN THE FIRST ONE HUNDRED  
ELEMENTARY AND SECONDARY EDUCATION ACT,  
TITLE I APPLICATIONS IN OREGON

Evaluation of the number of teacher aides involved in the first 100 Title I ESEA projects submitted to the Oregon State Department of Education during the 1967-68 school year.

	<u>School District</u>	<u>County</u>	<u>Aides included in Proj. Budget</u>	<u>Aides not included in Project Budget</u>	<u>Unpaid Volunteers</u>
68001	Lynch #28	Multnomah	1 1/2		
68002	Nestucca UH #3	Tillamook	1		
68003	Gresham #4	Multnomah		5	
68004	St. Paul #45	Marion	1	1	
68005	Junction City #69	Lane			
68006	Silverton #4	Marion	8	2	
68007	Silverton #7J	Marion	3		
68008	Alsea #7J	Benton			
68009	Salem #24J	Marion	4 1/2		
68010	Fern Ridge #28	Lane	4	2	1
68011	Milwaukie #1	Clackamas			
68012	Reynolds #7 Proj. 1	Multnomah	2	7	
68013	Reynolds #7 Proj. 2	Multnomah			
68014	Crook Co. Sch. Dist.	Crook		14	2
68015	Sweet Home #55	Linn			
68016	Dallas Sch. Dist. #2	Polk	6 1/2		
68017	Sherwood UH #9J	Washington	1	2	
68018	Gresham UH #2J	Multnomah	4		
68019	Fairview Hosp.	Marion			
68020	Redmond 2J Proj. 2	Deschutes			
68021	Yamhill #16	Yamhill	2		
68022	North Marion #15	Marion	13		
68023	Lewis & Clark #5	Clatsop	2		
68024	Redmond UH #2J	Deschutes		2	
68025	Pendleton #16R	Umatilla	1	4	
68026	Central #13J	Polk	8 1/2		
68027	Oakland #1	Douglas			
68028	Lincoln Co. Unit	Lincoln	18		
68029	Myrtle Point #41	Coos		2	
68030	Powers #31	Coos			
68031	Grants Pass #1	Josephine			
68032	Klamath UH #2	Klamath	3		
68033	West Linn #3J	Clackamas			
68034	Eugene School Dist. #4	Lane	9 1/2		
68035	South Umpqua #19	Douglas			
68036	Sutherland #130	Douglas	2		
68037	Medford #549	Jackson			
68038	Union Co. IED	Union			
68039	St. Helens #502	Columbia			
68040	Corvallis #509J	Benton	13 1/2	2	20
68041	Scio #95C	Linn	5		
68042	Bandon #54	Coos	2		
68043	Lake Oswego #7	Clackamas			
68044	Yoncalla #32	Douglas	2		
68045	Sandy UH #2	Clackamas			

	<u>School District</u>	<u>County</u>	<u>Aides included in Proj. Budget</u>	<u>Aides not included in Project Budget</u>	<u>Unpaid Volunteers</u>
68046	Arlington #3	Gilliam	1		
68047	Neah-Kah-Nie #56	Tillamook			
68048	Lebanon UH #1	Linn			
68049	Gervais UH #1	Marion	1		
68050	Blind School	Marion			
68051	Glide #12	Douglas			
68052	Lebanon Elem. #16C	Linn			
68053	Bend #1	Deschutes	5 1/2		
68054	Vernonia #47J	Columbia	6	2	
68055	Bethel #52	Lane	16	7	
68056	David Douglas #40	Multnomah	6		
68057	Pilot Rock #2	Umatilla			
68058	Hamilton Creek	Linn			
68059	Baker #5	Baker	1		
68060	Deaf School	Marion			
68061	Adrian #61	Malheur	5		
68062	Gaston #511J	Washington			
68063	Perrydale #21	Polk	1 1/2		
68064	Klamath Falls #1	Klamath	4		
68065	Mitchell #55	Wheeler	1		
68066	Vale UH #3	Malheur			
68067	Nyssa #26	Malheur	3		
68068	Cove #15	Union			
68069	Elgin #23	Union			
68070	Imbler #11	Union	1		
68071	Woodburn #103C	Marion	7		
68072	Stayton Elem. #17J	Marion	2		
68073	Central Linn #552	Linn			
68074	Portland #1 Proj. #1	Multnomah	34	61	108
68075	Coquille #8	Coos	1		
68076	Spray #1	Wheeler	1		
68077	Parkrose #3	Multnomah			
68078	Paisley #11	Lake	2		
68079	Warrenton #3C	Clatsop	1 1/2		
68080	Harney Co. IED	Harney			5
68081	Boring #44	Clackamas			
68082	Portland #1 Proj. #2	Multnomah	20 1/2		
68083	Portland #3 Proj. #3	Multnomah	6		
68084	Hermiston #8	Umatilla			
68085	Lakeview #7	Lake			
68086	Reedsport #13 Coop.	Douglas	1	1	
68087	Malheur Co. IED	Malheur			
68088	Reynolds #7	Multnomah			
68089	Canby #86	Clackamas	6		6
68090	Oak Creek #15	Linn	1		
68091	Oregon City #62	Clackamas			20
68092	Molalla UH #4	Clackamas			
68093	Culver #4	Jefferson			

	<u>School District</u>	<u>County</u>	Aides included in <u>Proj. budget</u>	Aides not included in <u>Proj. Budget</u>	<u>Unpaid Volunteers</u>
68094	South Lane #45J3	Lane	5 1/2		
68095	Madras #509J	Deschutes	10		
68096	Hillsboro #7	Washington	9 1/2		
68097	Corbett #39	Multnomah	1		
68098	Newberg #29J	Yamhill			
68099	Banks #13	Washington			
68100	Medford #549 Proj. #2	Jackson			

APPENDIX D

OREGON SCHOOL DISTRICTS EMPLOYING TEACHER AIDES  
AND ASSIGNMENT PRACTICES

The following composite lists of teacher aide assignments were compiled after extensive review and analysis of the Oregon State Department of Education form Inventory of Educational Change in Oregon Public Schools, Form 501.2 (1966), which was distributed during the fall of 1967. The study depicts assignment practices and the schools that are employing teacher aides in Oregon Public Schools during the 1967-1968 school year, as well as giving a total of the number of teacher aides employed in each county.

The percentage figures denote the percentage of a school day that a teacher aide is employed and assigned to a particular function.



## ELEMENTARY SCHOOLS

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		LIBRARY	TOTAL
			AIDES	SPECIAL		
BENTON	17J	Blodgett	.3			
	"	Kings Valley	.25			
	"	Philomath	.5		.5	
	"	Summit	.2			
	23	Bellfountain			.5	
	26	Alpine	.5			
	26	John Adams			1	
	509J	Fairplay	2		2	
	"	Garfield		OSU Wrk. Stdy 2	1	
	"	Franklin			1	
	"	Roosevelt	3			
	"	Jefferson			1	
	26	Alpine			.2	
	"	Mnt. View			1	
						15.95
CLACKAMAS	1	Ardenwald	1			
	"	Battin	.5			
	"	Happy Valley	.3			
	"	Harmony	.5		.5	
	"	Hector Campbell	.5			
	"	Seth Lewelling	.7			
	"	Milwaukie Grammer	.6			
	"	Sunnyside	1			
	"	Wichita	1			
	"	Lot Whitcomb	.75		.1	
	3	Sunset			1	
	7	Bryant	.5		.5	
	"	Forest Hills	.5		.5	
	"	Lake Grove	1.5		.75	
	"	Lakewood	.5			
	"	Palisades	.5		.5	
	"	Uplands	.5		.5	
	2	Riverside Concord	.2		.8	
	"	View Acres Concord			1	
	35	Molla	3			
	46	Sandy	2		.5	
	62	Jennings Lodge	1	Kg. Hlpr. 1	.8	
	"	King		Cust. Aide 1		
	"	Park Place			1	
	64	Bilquist	.2	Noon Dty 8		
	"	Clackamas	2	Lunch 2	1	
	67J	Butte Creek	1			
	80	Shubel		Art 1		
	84	Mulino	.1		.1	
	86	Howard Eccles	3		1	
	108	Estacada			2	
	116	Redland			.5	
						48.40

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
CLATSOP	1	Capt. Robert Gray	2				
	"	Lewis & Clark Central	3				
	5	Lewis & Clark	3			1	
	10	Broadway	1			1	
	"	Cannon Beach	.3			.5	
	"	Central	3				
	"	Gearhart	.5		Plygrnd. 1	.5	
	11	Olney	1				
	30	Warrenton	2				19.8
COLUMBIA	47J	Lincoln	1				
	"	Mist	.4				
	"	Washington	3			.5	
	1J	Warren				.5	
	5J	Westport				1	
	502	Columbia City				.2	
	"	Condon				.5	
	"	Deer Island				.2	
	"	John Gumm				.2	
	"	McBride				.2	
	"	Yankton				.2	7.9
COOS	8	Jefferson	1		Cler. 1		
	"	Lincoln	.4				
	"	Washington	.5				
	9	Alleghany	.5			.5	
	"	Blossom Gulch	1.5			1	
	"	Madison Street	.5			.5	
	"	Market Street	1				
	"	Millington	2				
	"	Michigan Avenue	1				
	"	Sumner				1	
	"	Roosevelt				.3	11.7
CROOK	CU	Creek River	3		Plygrnd. 5		
	"	Ochoco	3.3				
	"	Paulina	2				
	"	Powell Butte	2				15.3
CURRY	2J	Langlois	.25			1	
	"	Port Orford			Cafeteria 2	2	
	17	Azalia	.3		Supervisory 3	1	
	"	Kalmiopsis	3		Plygrnd. 1		
					Lunch 1	1	
	3	Riley				.5	
	"	Gold Beach				.5	16.85

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		LIBRARY	TOTAL
			AIDES	SPECIAL		
DESCHUTES	1	Bear Creek	2		1	
	"	Kenwood	1		.5	
	"	Pilot Butte	2		1	
	"	Thompson	1.5		.1	
	2	Tumalo	1.5		1.5	
	"	Tuck	1			
	"	Lynch			1	
						14.1
DOUGLAS	4	Benson	1	Cler. 1		
	"	Fir Grove			1	
	"	Eastwood		Music 1		
	"	Green & Sunnyslope	1		1	
	"	Park	2			
	"	Riverside			1	
	"	Rose			1	
	"	Wilbur-Winchester	1		1	
	15	Days Creek	1			
	"	Tiller	.5			
	19	Myrtle Creek Upper E.			1	
	"	Tri-City		Cler. 1	1	
	21	Camas Valley	2		1	
	22	Curtin Primary	.3		.2	
	"	Drain	2.5			
	32	Yoncalla	1		1	
	34	Elkton	.5		.2	
	45	Umpqua	1			
	70	Riddle	1.5		.5	
	77	Glendale	7	Cler. 1	1	
	116	Civil Bend	1		5	
	"	Looking Glass	.5		1	
	125	Ash Valley	1			
	130	East	1		1	
	"	West	1		1	
						48.7
GILLIAM		Arlington	.5		.5	
	11	Olex			1	
						2
GRANT	4	Prairie City	1		.5	
	6	Mnt. Vernon	1			
	17	Long Creek		Girls P. E. 1		
	47	Seneca			.5	
						4
HARNEY	16	Frenchglen	1			
	30	Hines			.5	
						1.5

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
HOOD RIVER	1	Barrett	.5			.5	
	"	Cascade Locks	.5			.5	
	"	Coe-Park	1			1	
	"	Dee	.5			.5	
	"	May Street	1			1	
	"	Mid-Valley	1			1	
	"	Parkdale Primary	.2	Music 1		.4	
	"	Odell				.5	11.1
JACKSON	4	Phoenix	2				
	"	Talent	1.25				
	5	Briscoe	.5			.5	
	"	Abel D. Helman	1				
	"	Bellview				.5	
	"	Lincoln	1.1			.75	
	"	Walker	.25				
	6	Central Point	.75				
	"	Hanby	2				
	"	Jewett	2.6			1	
	"	Patrick	1.2			.3	
	"	Richardson	2			1	
	"	Sams Valley	1			1	
	9	Shady Cove	1			1	
	"	Eagle Point	1			1	
	35	Rogue River	1			.5	
	549	Griffin Creek	2				
	"	Hoover	1			.2	
	"	Jackson		P. E. 2		.4	
	"	Jacksonville	.5	Admn. .5			
	"	Jefferson		Admn. .4			
				Asst. Coach .2		.2	
	"	Lincoln		Admn. .25			
	"	Lone Pine	.5	Admn. 1			
	"	Roosevelt	.6			.4	
	"	Ruch	1				
	"	Washington		Cler. 1		.3	
	"	Wilson	1.5	Admn. 1			41.1
JEFFERSON	509J	Metolius	.1			1	
	"	Warm Springs	2				
	"	Buff				.6	
	"	Madras				.7	4.5
JOSEPHINE	CU	Williams	3			1	
	"	Roosevelt				1	
	"	Washington				.5	
	7	Redwood				1	
	"	Riverside				1	7.5

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
KLAMATH	CU	Chiloquin	2				
	"	Ferguson				1	
	1	Joseph Conger	1				
	"	Mills	.5				
	"	Lucille O'Neill	.5				
	"	Pelican	1				
	"	Riverside	.5				
	"	Roosevelt	1				7.5
LAKE	7	A. D. Hay				1.25	1.25
LANE	1	Pleasant Hill	.5			.5	
	4	Adams	.5			.5	
	"	Awbrey Park	1				
	"	Bailey Hill	1.5				
	1	Coburg	.5				
	"	Condon	1				
	"	Crest Drive	.5				
	"	Dunn	.5				
	"	Edgewood	1				
	"	Edison	1				
	"	Fox Hollow	.5				
	"	Gilham	1				
	"	Glenwood	1.5				
	"	Harris	1				
	"	Howard	1.5				
	"	Laurel Hill	1				
	"	Lincoln	1				
	"	Stella Magladry	.5	Cler. 1			
	"	Meadow Lark	1				
	"	Ida Patterson	3				
	"	Ellis Parker	1				
	"	River Road	1.5				
	"	Santa Clara	1				
	"	Silver Lea	1				
	"	Spring Creek	1				
	"	Twin Oaks	.5				
	"	Washington	1				
	"	Westmoreland	1				
	"	Whiteaker	2				
	"	Willagillespie	2			10	
	"	Willakenzie	2				
	"	Francis Willard	1				
	19	Brattain	1	Academic Asst.		3	
	"	Camp Creek	.6				
	"	Centennial	1.4				
	"	Douglas Gardens	1				
	"	Goshen	.6	Nurses 1			
	"	Guy Lee	1				
	"	Maple	2	Nurses 1			

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
LANE (cont.)	19	Moffitt	1.1				
	"	Mohawk	.8				
	"	Page	1				
	"	Thurston	1	Nurses 1		.2	
	"	Waterville-Leaburg	.6			.2	
	"	Yolanda	.7				
	28J	Central	.2			.3	
	"	Noti	.5			.75	
	"	Veneta	.5			1	
	32	Mapleton	2				
	40	Creswell				1	
	45J	Delight Valley	.1			.2	
	"	Harrison	1			.5	
	"	Jefferson	1			.5	
	"	London	.5	Cler. .5		.2	
	"	Mnt. View-Blue Mnt.	.5			.2	
	52	Clear Lake	3			.4	
	"	Danebo	2			1	
	"	Fairfield	3.3			.6	
	"	Irving	1			.5	
	68	McKenzie				1	
	69	Central	1				
	"	Laurel				3	
	"	Territorial	.5				
	71	Lowell		Plygrnd. .5		.5	
	97J	Rhododendron	.5			.5	
	"	Suislaw Elem.	2				
	"	Suislaw Prim.	3				97.85
LINCOLN	CU	Burgess	1				
	"	Oceanlake	1				
	"	Siletz	4				
	"	Taft	1				
	"	Waldport	1				8
LINN	16	Fairview	.25			.25	
	"	Green Acres				2	
	"	Santiam	.2	Cler. 1		.1	
	19	Knox Butte	.5			.5	
	24	Riverside	1				
	30	Plainview-Sandridge	1				
	42J	Harrisburg		Cler. 1		1	
	55	Crawfordsville	.25			.25	
	"	Holley				.5	
	81	Gore	.1	Music 1			
	89	Seven Oaks	.5			.5	
	95	Scio-Centennial	3			2	
	5	Central				.6	
	"	Lafayette				.6	

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL			TOTAL
			AIDES	SPECIAL	LIBRARY	
LINN (cont.)	5	Liberty			.5	
	"	Madison			.6	
	"	Sunrise			.6	
	"	Waverly			.6	
	73	Lacomb			.4	
	81	Gore			.1	
	"	Long Street			1	
	55	Pleasant Valley			.2	
	13	Sodaville			.4	
	14	Grand Prairie			1	
	16	Cascades			.2	
						24.5
MALHEUR	8	Lindbergh	1		1	
	15	Vale	4.5			
	8	Pioneer			.6	
	"	Aiken			1	
	"	Alameda			1	
	"	Cairo			.6	
	26	Nyssa	2		1	
	61	Adrian	3			
	66	Harper	1			
	29	Annex	.5			
						17.2
MARION	4	Eugene Field	1		.2	
	7	Sublimity	.6		.2	
	11	Aumsville			1	
	14J	Jefferson			.5	
	15	North Marion	7			
	24J	Baker	1.2		1.2	
	"	Brush College	.5		1	
	"	Bush	1	Cler. 1	.3	
	"	Candalaria	3			
	"	Clear Lake	1			
	"	Cummings	.5		.25	
	"	Englewood		Cler. 1	.4	
	"	Four Corners		Cler. 3		
	"	Fruitland		Cler. 1.5		
	"	Hayesville	1.5			
	"	Keizer	3			
	"	Kennedy		Cler. 2		
	"	Liberty		Cler. 1	1.5	
	"	Middle Grove	1			
	"	Morningside		Nurse 1		
	"	Swegle	1			
	"	Washington	1			
	"	West Salem		Cler. 2		
	45	St. Paul	.5	Cler. .5	.5	
	77J	Stayton	2			

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL			TOTAL
			AIDES	SPECIAL	LIBRARY	
MARION (cont.)	103	Nellie Muir	1			
	"	Washington	2	Russian 1		
				V. M. L. 1	1	
	79	Turner			1	65.65
MORROW	1	Vernon	4.7			4.7
MULTNOMAH	1J	Abernathy	2		1	
	"	Alameda			1	
	"	Arleta			1	
	"	John Bell	3			
	"	Binnemead			1	
	"	Boise	7			
	"	Brooklyn		Prim. Read. 1	1	
	"	Buckman	7			
	"	Capitol Hill		Fed. Prog. for Aged 3		
	"	William Clark		Curr. .5	.5	
	"	Collins View		Elderly Aid at noon 2		
	"	Chief Joseph	1			
	"	Dunniway		College Wrk. Stdy. 1	1	
	"	Couch	1			
	"	Eliot			1	
	"	Fernwood	2		2	
	"	George		Kind. 1		
	"	Glencoe			1	
	"	Robert Gray		Kind. 1		
	"	Gregory Heights			.5	
	"	Hayhurst		Kind. 1		
	"	Highland	6		1	
	"	Holladay	9			
	"	Humboldt	6.5			
	"	James John			.5	
	"	Laurel Hurst		Resource 1		
	"	Kellogg			1	
	"	Kenton			.5	
	"	Llewellyn	1		1	
	"	Multnomah		Kind. 1		
	"	Mount Tabor			1	
	"	Portsmouth	3	Lunch rm. 4		
	"	Rose City Park			1	
	"	Sabin	6		1	
	"	Sellwood			1	
	"	Sitton		Kind. 1		
	"	Terwilliger	2	Resource 1		
	"	Whitman	2			
	"	Woodlawn	6			



COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
MULTNOMAH (cont.)	1J	Woodmere	1			1	
	"	Woodstock				1	
	3	Parkrose-Knott	1				
	"	Parkrose-Prescott	.5			.5	
	"	Parkrose-Shaver	.5			.5	
	"	Parkrose-Sumner	.25			.25	
	"	Parkrose-Thompson				.5	
	"	4 North Gresham	.5			.5	
	"	West Gresham	.5				
	"	Powell Valley	.5				
	6J	East Orient	1				
	"	West Orient	1				
	27	Rockwood-Alder				1	
	"	Rockwood-Hartley				1	
	28	Lynch			M. R. 1		
	"	Lynchwood			Cler. 1		
	40	Earl Boyles	.5			.5	
	"	Floyd Light Middle	2				
	"	Gilbert Primary	.5			.5	
	"	Mill Park	1				
	"	North Powellhurst	1				
	"	Russellville			Cler. Aide .5	1.2	
	"	West Powellhurst	1				126.70
POLK	2	Bridgeport	1				
	"	Richreall	1				
	13J	Henry Hill	1			.5	
	"	Independence	2			2	
	21	Perrydale	1				8.5
SHERMAN	3	Rufus				1	
	23	Grass Valley				1	2
TILLAMOOK	9	Fairview	.5				
	"	Liberty	.2				
	"	Wilson	1				
	13J	Hebo	1				
	22	Cloverdale	2				4.7
UMATILLA	2	Pilot Rock	1				
	8	Sunset				1	
	"	West Park				1	
	29	Athena			Noon 1		4
UNION	1	Central				1	
	5	Hutchinson-Miller				1	
	23	Stella-Mayfield				1	3

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL			TOTAL
			AIDES	SPECIAL	LIBRARY	
WASCO	9	Chenowith	1			
	"	Chenowith Primary	3			
	12	Thompson	1			
	42	Wamic	1			6
WASHINGTON	2	Cornelius	1			
	7	David Hill		Plygrnd. 1		
	10	Dilly		Music 1		
	13	Banks	1			
	48J	Aloha Park	1			
	"	Cedar Hills	1	Cler. 1		
	"	Cedar Mill	1			
	"	Oak Hills	.3			
	"	Sunset Valley	.5			
	"	West Tualatin View	.25			
	58J	Farmington View		Cler. .5	.5	
	70	North Plains	4			
	88J	Sherwood	1			
	106	Metzger			1	
	511J	Cherry Grove	1			
	"	Gaston	1			18.05
WHEELER	55	Mitchell	1		1	2
YAMHILL	8	Dayton	4	A. V. 1.5		
	11	Carlton	1			
	29J	Edwards	3			
	30J	Willamina		M. R. 1	1	
	40	Adams	2			
	"	Columbus	1			
	"	Lafayette	2			
	"	Memorial	1			
	"	Newly	2			
	48J	Faulconer	.5			20

## JUNIOR HIGH SCHOOLS

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		LIBRARY	TOTAL
			AIDES	SPECIAL		
BAKER	5J	Baker Junior High			1	1
BENTON	509J	Highland View J. H. S.		OSU. Wrk. Stdy. 1		1
CLACKAMAS	7	Lake Oswego J. H. S.	.25		1	
	1	Milwaukie J. H. S.	.3			
	7	Waluga J. H. S.			1	2.85
CLATSOP	1	Astoria J. H. S.	3			3
COLUMBIA	502	St. Helens J. H. S.			.5	.5
COOS	8	Coquille J. H. S.	.5			
	13	North Bend J. H. S.			1	1.5
DESCHUTES	1	Bend J. H. S.	1			1
DOUGLAS	4	John C. Fremont J. H. S.	2		1	
	"	Joseph Lane J. H. S.	1 (team)		.5	4.5
JACKSON	5	Ashland J. H. S.		Readers 2		
	6	Central Point J. H. S.	1.5		1	
	549	Hedrick J. H. S.	2	Admn. 4	1.5	
	"	McLoughlan J. H. S.	3	Admn. 5		
				Readers 2	2	24
JEFFERSON	509	Madras J. H. S.			.5	.5
JOSEPHINE		North J. H. S.			1	1
LAKE	7	Lakeview J. H. S.	1		.5	1.5
LANE	4	Cal Young J. H. S.	1.5		.5	
	"	Colin Kelly J. H. S.	2.5	Cler. 2		
	"	Spencer Butte J. H. S.	1.5		.5	
	"	Thos. Jefferson J. H. S.	2	Fellow 1	.5	
	"	J. F. Kennedy J. H. S.	1		1	
	"	James Madison J. H. S.	1.5		.5	
	"	Pleasant Lane			1	
	"	James Monroe J. H. S.	2			
	"	Theo. Roosevelt	2.5	Fellows 2		
	19	Briggs J. H. S.		Counselor 1		
	"	Thurston J. H. S.		Nurses .5		
				Counselor .5		
	28J	Fern Ridge J. H. S.	1	Sec'y 1	1	
	52	Shasta J. H. S.	2		1	
	69	Junction City J. H. S.	2		8	
	48J	Lincoln J. H. S.			1	42.5
LINCOLN	CU	Lincoln J. H. S.	1			1

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		LIBRARY	TOTAL
			AIDES	SPECIAL		
LINN	55	Sweet Home J. H. S.			.5	.5
MARION	24J	Leslie J. H. S.	.5			
	"	Parrish J. H. S.		Cler. 1		
	"	Whiteaker J. H. S.			.5	
	"	Waldo J. H. S.	1.3		1	
	"	Judson J. H. S.			1	
	UH5	Cascade J. H. S.	1			
	24J	Walker J. H. S.			.5	6.8
MULTNOMAH	3	Fremont J. H. S.	2		1	
	"	Parkrose Heights	3			
	7	Columbia View			1	7
POLK	13J	Talmadge J. H. S.	3			3
UMATILLA	16	Helen McCune J. H. S.	2		2	
	8	Hermiston J. H. S.			1	5
UNION	1	LaGrande J. H. S.			1	1
WASHINGTON	15	Lincoln J. H. S.	2			
	48	Cedar Park Inter.	1.5			
	"	Highland Park Inter.	1		.5	
	"	Meadow Park Inter.	.5		.5	
	"	Whitford Park Inter.	.5			
	UH3J	East Hillsboro J. H. S.			1	
	"	J. W. Poynter			1	
	UH2J	Twality J. H. S.		Cafeteria 1	1	11.5
WASCO	12	The Dalles J. H. S.			1	1
YAMHILL	40	McMinnville J. H. S.	1.4		1	2.4

## HIGH SCHOOL

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL			TOTAL
			AIDES	SPECIAL	LIBRARY	
BAKER	30J	Burnt River High	1			
	61	Pine Eagle High	2			3
BENTON	17J	Philomath High	3		1	
	509J	Corvallis Sr. High	2			6
CLACKAMAS	7	Lake Oswego High	2			
	UH1	Canby Union High	5		1	
	UH5	Clackamas High		Instl. Serv. 1 Sec. 1		
	UH6	Estacada Union High	2		1	12
CLATSOP	30	Warrenton High	3.5		1	
	1	Astoria High		Eng. Rdr. 3		
	10	Seaside High		Stdy. Hall 1 Attend. 1		9.5
COOS	9	Marshfield Sen. High	5	Readrs. 12		
	13	North Bend Sen. High		Eng. Rdrs. 5		
	31	Powers High	1			23
CROOK	CU	Crook County High		Rdrs. 1	1	2
CURRY	17	Brookings			1	1
DESCHUTES	1	Bend Sr. High	10	Eng. Rdrs. 3		13
COLUMBIA	47J	Vernonia High	.5			
	1J	Scapposse	.5			
	502	St. Helens	.5		1	2.5
DOUGLAS	4	Roseburg Sr. High		Dept. Aides 3	1	
	19	South Umpqua High	1		1	
	22	Draine High	.5			
	34	Elkton High		Music .2		
	70	Riddle High	1			
	77	Glendale High	3	Sec. 1		
	116	Douglas High		Cler. .3		
	UH13	Reedsport Union High	1		.5	13.5
HARNEY	UH2	Burns Union High	1	Stdy. Hall 3		4
HOOD RIVER	1	Hood River High	1	Wtr. Sfty. 1	1	
	L	Wy'East High	3	Grader 7		13
JACKSON	5	Ashland Sr. High	2.5			
	9	Eagle Point High	1			
	6	Crater High	4			

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
JACKSON	35	Rogue River High	1				
	(cont. ) 549	Medford Sr. High	6				14.5
JOSEPHINE	7	Grants Pass High	4				4
KLAMATH	UH2	Mazama High	1				
	"	Klamath Union High	2	Dean Aides 2			5
JEFFERSON	509J	Madras Sr. High	.5				.5
LANE	1	Pleasant Hill Sr. High	2			1	
	4	N. Eugene High	4				
	"	Sheldon High	4				
	"	South Eugene High	6.5				
	28J	Elmira High	1				
	52	Willamette High	6				
	76	Oakridge Sr. High		Stdy. Hall 1			
	79	Mohawk High		Adult Aide 2			
	97J	Suislaw High	1			1	
	66	Crow				1	
	32	Mapleton High				1	
	40	Creswell				1	32.5
LINCOLN	CU	Eddyville High	1				
	"	Siletz High	1				
	"	Taft High	2				4
MARION	14J	Jefferson High	1				
	15	North Marion High	2	Cler. 1			
	24J	North Salem High	1				
	103	Woodburn High	1			1	
	UH4J	Stayton Union High		A. V. 3			
	UH5	Cascade Union High	2.5				
	UH7J	Silverton Union High	1 (team)				
	UH1	Gervais Union High				1	14.5
LINN	55	Sweet Home High				1	
	95	Scio				1	2
MULTNOMAH	L	Benson High		Bk. Rm. Cl. .3		2	
	"	Franklin High		Coll. Stdnt. 4			
	"	Jefferson High	3	Hall Aide 6			
	"	Madison High	1				
	"	John Marshall	6				
	"	Washington High	3				
	"	Roosevelt High				4.8	
	"	Wilson High	4				
	40	David Douglas High	6				
	UH2J	Centennial High	2			2	44.1

COUNTY	DISTRICT	NAME OF SCHOOL	GENERAL		SPECIAL	LIBRARY	TOTAL
			AIDES				
POLK	13J	Central High		Home Ec. .5	1		
	2	Dallas			1		2.5
UMATILLA	1	Griswold High		Mach. Shop 1	.5		
	2	Pilot Rock High			1		
	5	Echo High	1		1		
	6	Umatilla High	.5		.5		
	8	Hermiston High	2		1		
	16	Pendleton High	2		1		11.5
TILLAMOOK	56	Neah-Kah-Nie High			1		1
UNION	23	Elgin High	1				
	1	LaGrande High			1		2
WASCO	9	Wahtonka High	1				
	12	The Dalles High		Eng. Rdr. 8	1		10
WASHINGTON	48	Beaverton High	4		2		
	UH3J	Hillsboro U. H. S.		Cler. Aide 1	1		
	UH6J	Gaston U. H. S.	1				
	UH9J	Sherwood U. H. S.	1				10
WHEELER	21	Wheeler High		Cler. Aide 6	10		16
YAMHILL	4J	Amity High		Stdy. Hall 1			
	8	Dayton High		A. V. Aide 1			
				Cler. Aide 1			
	UH1	Yamhill-Carlton U. H. S.		Cler. Aide 1	.5		4.5

## TOTAL TEACHER AIDES (INCLUDING LIBRARY AIDES) EMPLOYED BY COUNTIES

<u>COUNTY</u>		<u>COUNTY</u>	
Baker	4.0	Lake	2.75
Benton	22.95	Lincoln	13.0
Clackamas	63.25	Lane	170.85
Clatsop	32.3	Linn	27.0
Columbia	10.9	Malheur	17.2
Coos	36.2	Marion	86.95
Crook	17.3	Morrow	4.7
Curry	17.85	Multnomah	177.8
Deschutes	18.1	Polk	14.0
Douglas	66.7	Sherman	2.0
Gilliam	2.0	Tillamook	5.7
Grant	5.0	Umatilla	20.5
Harney	5.5	Union	6.0
Hood River	24.1	Wallowa	.0
Jackson	79.55	Wasco	19.0
Jefferson	5.5	Washington	39.55
Josephine	12.5	Wheeler	18.0
Klamath	12.5	Yamhill	26.9
<u>TOTAL</u>		<u>1,105.3</u>	



COUNTY	LEVEL	NUMBER OF SCHOOLS REPORTING	GENERAL & SPECIAL AIDES	NUMBER OF SCHOOLS REPORTING	LIBRARY AIDES	TOTAL
BAKER	High School	2	3	0	0	4
	Junior High	0	0	1	1	
	Elementary	0	0	0	0	
BENTON	High School	2	5	1	1	22.95
	Junior High	1	1	0	0	
	Elementary	8	8.75	8	7.2	
CLACKAMAS	High School	4	10	2	2	63.25
	Junior High	1	.85	3	2	
	Elementary	27	35.85	18	12.55	
CLATSOP	High School	3	8.5	1	1	32.3
	Junior High	1	3	0	0	
	Elementary	9	16.8	4	3	
COLUMBIA	High School	3	1.5	1	1	10.9
	Junior High	0	0	1	.5	
	Elementary	3	4.4	9	3.5	
COOS	High School	3	23	0	0	36.2
	Junior High	1	.5	1	1	
	Elementary	9	8.4	5	3.3	
CROOK	High School	1	1	1	1	17.3
	Junior High	0	0	0	0	
	Elementary	4	15.3	0	0	
CURRY	High School	0	0	1	1	17.85
	Junior High	0	0	0	0	
	Elementary	4	10.85	6	6	
DESCHUTES	High School	1	13	0	0	18.1
	Junior High	1	1	0	0	
	Elementary	6	9	6	5.1	
DOUGLAS	High School	8	11	3	2.5	66.7
	Junior High	2	3	2	1.5	
	Elementary	21	30.8	16	17.9	
GILLIAM	High School	0	0	0	0	2.0
	Junior High	0	0	0	0	
	Elementary	1	.5	2	1.5	
GRANT	High School	0	0	1	1	5.0
	Junior High	0	0	0	0	
	Elementary	3	3	2	1	

COUNTY	LEVEL	NUMBER OF SCHOOLS REPORTING	GENERAL & SPECIAL AIDES	NUMBER OF SCHOOLS REPORTING	LIBRARY AIDES	TOTAL
HARNEY	High School	1	4	0	0	
	Junior High	0	0	0	0	
	Elementary	1	1	1	.5	5.5
HOOD RIVER	High School	2	12	1	1	
	Junior High	0	0	0	0	
	Elementary	7	5.7	8	5.4	24.1
JACKSON	High School	5	14.5	0	0	
	Junior High	4	19.4	3	4.5	
	Elementary	25	32.1	14	9.05	79.55
JEFFERSON	High School	1	.5	0	0	
	Junior High	0	0	1	.5	
	Elementary	2	2.2	3	2.3	5.5
JOSEPHINE	High School	1	4	0	0	
	Junior High	0	0	1	1	
	Elementary	1	3	5	4.5	12.5
KLAMATH	High School	2	5	0	0	
	Junior High	0	0	0	0	
	Elementary	7	6.5	1	1	12.5
LAKE	High School	0	0	0	0	
	Junior High	1	1	1	.5	
	Elementary	0	0	1	1.25	2.75
LINCOLN	High School	3	4	0	0	
	Junior High	1	1	0	0	
	Elementary	5	8	0	0	13.0
LANE	High School	9	27.5	5	5	
	Junior High	13	27.5	10	15	
	Elementary	64	75.8	22	22.05	170.85
LINN	High School	0	0	2	2	
	Junior High	0	0	1	.5	
	Elementary	10	11.1	22	13.4	27.0
MALHEUR	High School	0	0	0	0	
	Junior High	0	0	0	0	
	Elementary	5	12	6	5.2	17.2
MARION	High School	7	12.5	2	2	
	Junior High	4	3.8	4	3	
	Elementary	25	55.8	15	9.85	86.95

COUNTY	LEVEL	NUMBER OF SCHOOLS REPORTING	GENERAL & SPECIAL AIDES	NUMBER OF SCHOOLS REPORTING	LIBRARY AIDES	TOTAL
MORROW	High School	0	0	0	0	4.7
	Junior High	0	0	0	0	
	Elementary	1	4.7	0	0	
MULTNOMAH	High School	9	35.3	3	8.8	177.8
	Junior High	2	5	2	2	
	Elementary	45	99.25	29	27.45	
POLK	High School	1	.5	2	2	14.0
	Junior High	1	3	0	0	
	Elementary	5	6	2	2.5	
SHERMAN	High School	0	0	0	0	2.0
	Junior High	0	0	0	0	
	Elementary	2	2	0	0	
TILLAMOOK	High School	0	0	1	1	5.7
	Junior High	0	0	0	0	
	Elementary	5	4.7	0	0	
UMATILLA	High School	4	6	6	5.5	20.5
	Junior High	1	2	2	3	
	Elementary	2	2	3	2	
UNION	High School	1	1	1	1	6.0
	Junior High	0	0	1	1	
	Elementary	0	0	3	3	
WALLOWA	High School	0	0	0	0	0
	Junior High	0	0	0	0	
	Elementary	0	0	0	0	
WASCO	High School	2	9	1	1	19.0
	Junior High	0	0	1	1	
	Elementary	4	6	0	0	
WASHINGTON	High School	4	7	2	3	39.55
	Junior High	6	6.5	6	5	
	Elementary	15	16.55	1	1.5	
WHEELER	High School	1	6	1	10	18.0
	Junior High	0	0	0	0	
	Elementary	1	1	1	1	
YAMHILL	High School	3	4	1	.5	26.9
	Junior High	1	1.4	1	1	
	Elementary	10	19	1	1	

APPENDIX E

LETTER AND RESPONSES FROM STATES SURVEYING  
TEACHER AIDE PROGRAMS, CLASSIFICATIONS  
AND PROCUREMENT

February 3, 1967

Mr. Farley D. Bright  
Assistant Commissioner  
Division of Instruction  
State Department of Education  
St. Paul, Minnesota 55101

Dear Sir:

We are currently evaluating and examining guidelines for teacher aide utilization within the State of Oregon.

Within the scope of this study we would appreciate receiving any information or material that your department may have compiled relative to such areas as teacher aide training programs, teacher aide classifications, and teacher aide procurement.

Your assistance is greatly appreciated. Any material compiled during the course of this study would be gladly furnished to your department upon request.

Sincerely yours,

LOUIS F. ROCHON  
General Consultant  
State Department of Education  
Salem, Oregon

## Review of States

### Alaska

William R. Marsh, Director of Instructional Services, Alaska State Department of Education reports that, "The State of Alaska at this time, has not developed any materials on teacher aide utilization within the state. We are involved in working up some materials, which will be available later, in relation to certain items of legislation introduced in our State Legislature this session."

### Arkansas

Curtis R. Swain, Associate Commissioner of Instructional Services, Arkansas Department of Education reports that, "Our office has not compiled any statistical information concerning the utilization of teacher aides in the classroom. We would certainly be happy to receive copies of any material that you may develop in Oregon concerning the use of teacher aides."

### Arizona

Ralph Goitia, Assistant State Superintendent, Arizona State Department of Public Instruction reports that, "In Arizona, we have been slow to develop guidelines for the utilization of teacher aides and other non-certificated personnel whose general function is to relieve the classroom teacher of her non teaching duties. I am anxious that the Department get involved in the areas of teacher aide classifications, and teacher aide procurement. At the present time we are short on the manpower to set up any of these programs."

### California

Eli Obradovick, Consultant, Bureau of Teacher Education and Certification, California State Department of Education reports that,

"In your letter you ask for information regarding teacher aides and how they may be used in California. The Bureau of Teacher Education and Certification does not have any special information regarding teacher aides except what is in our Education Code." The State of California approves the hiring of teacher aides in a number of Sections.

Section 13330, refers to the employment of Part-time Reader Aides and states that, "The governing board of any school district may employ or engage as an independent contractor a qualified person to serve as a limited-term or part-time reader assistant to teachers in connection with instruction in composition and writing, and in mathematics."

Section 13340 of the State Code refers to the employment of certificated teacher assistants and states that, "The governing body of any school district may employ any qualified person who possesses a temporary certificate to serve as a teacher assistant in a program conducted in cooperation with a California teacher training institution. No person shall be so employed unless he is enrolled as a student in a cooperating California teacher training institution at the time the service is rendered."

California is one of the first states to enact legislation pertaining to certification of teacher aides.

Sections 13253 and 13253.5 of the Code refer to the employment of student aides and state that, "A student providing services in elementary schools or child care centers as a non-teaching aide shall perform no instructional work."

This provision in the California State Code would be in opposition to the philosophy of a number of Oregon school districts who are currently advocating the involvement of students as instructional assistants.

## Colorado

Otto G. Ruff, Director of Teacher Education and Certification for the Colorado Department of Education reports that, "Colorado has made no effort to encourage teacher aide training, to classify them or assist in their recruitment. Teacher aides may be assigned clerical and "aide" duties, but may not be used legally for any phase of instruction, supervision or administration. Several districts have asked for legal sanction to recruit, train, assign, evaluate, and discharge aides. The Department has not moved in this direction and for the next few years I hope it will not."

It appears that in Colorado, as in Oregon, as will be documented in this paper, School districts are envisioning new roles for teacher aides.

## Connecticut

Joe R. Gordon, State Project Director, New England Educational Assessment Project in a report published by the Connecticut State Department of Education on October 11, 1966, comments on the results of a survey conducted to determine the rate of incidence of teacher aides on the Connecticut educational scene.

Results of the survey indicated, "One hundred and forty-five school systems responded to the Teacher Aide Survey questionnaire. The respondents reported that 420 teacher aides were used in 60 school systems, and none in 85 systems during the 1965-66 school year. Summer programs involved 322 aides in 39 school systems. It is estimated that their anticipated utilization of teacher aides in the 1966-67 school year will be even greater. Of the 145 superintendents reporting, seventy, an increase of 10 over the previous school year, indicated that 502 aides, an increase of 83, would be used."

The increase in teacher aides in Connecticut schools is



characteristic of national trends as illustrated in the National Education Research Bulletin (16, p. 4).

### Delaware

Mr. Howard E. Row, Assistant Superintendent, Delaware State Department of Education forwarded a copy of Delaware's Permit Program for Teacher Aides in the School. This program requires that, "For all persons employed either full time or part time as school or classroom aides with local, state, federal or other funds who cannot meet the requirements for an established certificate as defined in previous sections a Permit shall be required.

Delaware, like California requires certification of teacher aides and has classified the aides into three categories. All three categories are non-instructional in nature.

1. School Aides

Assisting in supervision of playgrounds, bus loading, cafeteria, etc.

2. Clerical Aides

Maintaining records, materials, and equipment in school offices, instructional materials centers and classrooms.

3. Classroom Aides

Assisting classroom teachers in activities which support the teaching process but are under the supervision of the teacher, such as typing of stories, putting on wraps, reading stories, locating reference material, etc.

In this report recommendations are also made for the State Department of Education to cooperate with institutions of higher education to develop training programs for teacher aides that will encourage the teacher aide to go on to become a professional educator. "It is further recommended that the State Department of

Public Instruction cooperate with the University of Delaware and Delaware State College in establishing training programs for persons employed as aides and seek to find means for promising candidates to further their education and become fully qualified professional educators. "

### Florida

Florida, under the educational leadership of Floyd T. Christian, Superintendent of Public Instruction has compiled considerable information pertaining to the employment of teacher aides in Florida schools. In a summary statement on Florida Public Schools during the 1965-66 school year the department compiled guidelines for teacher aide utilization in the form of a memorandum to all county superintendents and county boards of public instruction regarding, "Policies covering the duties, activities, and responsibilities of teacher aides and their relationship to the regular school personnel with whom they will work. "

The Florida Research and Development Council during the same year compiled considerable material which delineated the activities of the teacher-aide.

### Georgia

Mary Ellen Perkins, Coordinator, Teacher Education Services, Georgia Department of Education reports that: "Georgia has no guidelines for evaluation and examination of teacher aide utilization. The State's professional advisory committee of Teacher Education is studying the problem currently, but we have no agreements yet. "

### Kansas

C. M. Shenk, Administrative Aide, Kansas State Department of Education reports that, "The Kansas State Department of Education

has no written policy or regulations dealing with the need of teacher aides. In theory we have rejected the concept of teacher aides or other semi-professional personnel so far as any kind of certificate or licensing is concerned at the state level. We consider them in the technical or clerical category, and in Kansas, schools may use their own judgement in recruiting, training and reimbursement of such people. "

"It is a matter of unwritten policy that we tend to discourage use of teacher aides in any professional capacity where teaching, instruction, or supervision is concerned. "

#### Kentucky

Sidney Simandle, Director, Division of Teacher Education and Certification in circular #214 Kentucky Department of Education, approved for release by Don Bale, Assistant Superintendent of Instruction, has outlined teacher aide programs.

The circular in part states, "The use of teacher aides in the instructional program at the elementary level is still in the experimental stages. Nevertheless, it is generally considered that the instructional program for boys and girls can be strengthened when the professional teachers may devote full time to professional tasks and more routine clerical or non-professional activities are performed by auxiliary personnel. "

#### Idaho

Reid Bishop, Deputy State Superintendent, Idaho Department of Education reports that, "As of this date, we have not published material on the teacher-aide program. "

Mr. Bishop further cites a letter that was received by his department in November 18, 1966 from Dr. Willard Bear, Assistant Superintendent, Oregon State Department of Public Instruction which

summarized their study relevant to teacher aides. Dr. Bears letter to Mr. Bishop indicated a need for a study relevant to teacher aides but that guidelines, as of that time, had not been established. It was further noted, "We found little direct help from the other states. Most of the states seem to recognize the need but have not done much in the way of establishing guidelines."

### Illinois

John H. O'Neill, Associate Superintendent, Illinois State Department of Education, reports that, "I have been unable to uncover very much material on this subject. I have enclosed some guidelines for internships for experienced, employed teachers which you may find helpful."

### Indiana

Edgar B. Smith, Assistant Superintendent for Instructional Services, Indiana State Department of Education reports that, "Unfortunately we have not produced guidelines for teacher aide utilization. However, we are cognizant of the fact that we are going to need to compile some information relative to teacher aide programs and teacher aide classifications. Procurement will, of course, depend upon the information which we may be able to compile."

### Louisiana

James DeLee, Director of Teacher Education, Certification and Placement, Louisiana State Department of Education reports that "The State of Louisiana does not have guidelines at the present time for teacher aides."

### Maine

The Maine Department of Education forwarded a copy of their suggested guidelines for teacher aides in Maine. The guidelines state

in part, "A teacher aide is a non-certified person employed by a school district whose assignment consists of and is limited to assisting a certificated personnel. The teacher's task is generally conceived as being related to the total school experience of the child. It is therefore difficult, if not impossible, to draw a clear line between teaching and non-teaching functions." The guidelines do however, regardless of the difficulty expressed in defining differentiated teacher-teacher aide roles, give examples of types and kinds of activities to be performed by a teacher aide.

#### Massachusetts

Anne Thomas, Education Information Officer, Massachusetts Department of Education, reports that, "We have no such programs for our public schools and no standards or guidelines which may be helpful to you in this area--However, in conjunction with the State Department of Public Health, we do offer some sort of training program in early childhood education under Day Care Services. Those who take these courses work usually as assistants in private nursery schools."

#### Michigan

Nicholas P. Georgrady, Associate Superintendent, Bureau of Research and Educational Planning, Michigan State Department of Education, reports that, "Our department of Education does not collect data relevant to this area."

#### Mississippi

A. P. Bennett, Director, Division of Instruction, Mississippi, State Department of Education reports that, "Although our records show that 592 teacher aides were employed under Title I, E. S. E. A. during last session, we have not yet developed guidelines for the

classification and utilization of them. "

### Minnesota

E. Raymond Peterson, Assistant Commissioner, Minnesota State Department of Education forwarded a copy of the Guidelines on the Employment of Teacher Aides in Minnesota Public Schools and a copy of the minutes of a meeting of a committee which was preparing a rough draft of materials for teacher aides and a copy produced by the Des Moines, Iowa Public School Department of Elementary Education regarding it's views on teacher aides.

The committee meeting on teacher aides heard F. E. Heinemann, Director, Teacher Personnel state, "Consideration should be given to preparation or training of these people. Some type of certification should be in order. We need to think of aides as doing more than clerical duties. We need people to help with instructional phases of the program. "

In the same meeting Clyde Manchester, Projects Coordinator, St. Paul Public Schools, stated, "Teacher aides had been employed in St. Paul for six years. "

This is comparable to the history of aides in Oregon Public Schools.

The guidelines for the Employment of Teacher Aides in Minnesota Public Schools are similar to that of many other states in that they state, "The primary purpose of teacher aides is to increase the effectiveness of the teacher in the classroom. " However they continue on to say, "If a plan is to be set up for the use of these aides, it is important to determine the nature of the duties to be performed. Are they to do purely clerical and housekeeping tasks or will they devote part of their time to assisting with the teaching function?"

Some of the tasks that aides could do were subsequently outlined which are similar to those outlined in the Rules and Regulations

Pertaining to the Employment of Teacher Aides in Oregon Public Schools.

### Missouri

P. J. Newell Jr., Assistant Commissioner, Missouri State Department of Education, reports that, "The State of Missouri has not developed recommended programs concerning teacher aides. At the present time a bachelor's degree is required for teacher certification. Therefore teacher aides in Missouri are limited to non-teaching and non-professional tasks. "

### Montana

James F. Watkins, Deputy Superintendent, Montana Department of Public Instruction reports that, "We are very interested in the teacher aide training programs and since E. S. E. A. , find that many of the schools in Montana are now using teacher aides. We do not anticipate making a study on teacher aides but hope that we can rely on other studies for this information. "

This impact on aide programs of E. S. E. A. was also noted in the reports from Mississippi and Oregon as well as in the Research Bulletin of the Educational Research Service (16, p. 32).

### Nebraska

LeRoy Ortgiesen, Assistant Commissioner, Division of Instructional Services, Nebraska State Department of Education reports, "The Nebraska Department does not have any pertinent information or material relative to teacher aide training programs, teacher aide procurement.

We, too, have been thinking about evaluating and examining guidelines for teacher aide utilization but just haven't gotten around to it yet. "

Nevada

John R. Gamble, First Assistant Superintendent, Nevada State Department of Education forwarded copies of two training programs for teacher aides. One was a program offered by the Clark County School District through the M. D. T. A. Program and the other conducted by Lincoln County School District under the A. R. A. Training program. Although it was not documented, from the nature of course offerings it appeared that aides were being trained to perform non-instructional tasks.

New Hampshire

Henry F. Harkness Jr., New Hampshire Director of the New England Educational Assessment Project reports that New Hampshire is participating with its five sister New England States in research in the realm of teacher aides and that I should contact Mr. Philip A. Annas, Maine Director of the New England Educational Assessment Project.

The contact was made with Mr. Annas and he acknowledged by forwarding a set of forms that were in the process of being mailed out to schools in the New England States soliciting data for the teacher aide study.

New Jersey

Robert S. Fleming, Assistant Commissioner of Education, New Jersey State Department of Education reports that, "We have very little to send you concerning teacher aide utilization in New Jersey. To date we have had limited uses of teacher aides. We have tended to insist that certified people must be working with our children. So far as I know there is no formal training program of any consequence for teacher aides."



New York

Alvin P. Lierheimer, Director, Division of Teacher Education and Certification, New York State University reports for the New York State Department of Education that, "I gather that the two states are in much the same position with regard to teacher aides or assistant teachers since we are embarking on a number of exploratory projects in this area. We are funding a number of trials in various parts of the State aimed at developing more clearly the role of the teacher aide and subsequently the training necessary for that role."

North Dakota

A. R. Nestoss, Deputy Superintendent, North Dakota Department of Public Instruction reports that, "We are sorry to report that we have done little or nothing in this area and consequently cannot supply you with any material of any kind. We, of course, are interested in the progress of this study and would appreciate any material that you may provide in the future."

North Carolina

Nile F. Hunt, Director, Division of Instructional Services, North Carolina Department of Public Instruction reports that, "I am sending to you under separate cover some materials on the teacher aide program prepared by our staff in our Comprehensive School Improvement Project. These are the only publications to date issued by our department."

The Comprehensive School Improvement Project is a joint undertaking of the State Board of Education of North Carolina and the Ford Foundation through the North Carolina Fund. The report which is included, in part, as an appendix to this study is a very comprehensive study which illustrates some very important points of view. Most significantly, it reports a strong positive attitude

toward the utilization of teacher aides on the part of the great majority of teachers, principals, supervisors, superintendents and college consultants closely involved in the C. S. I. P. programs. One interesting finding is that the overwhelming majority of classroom teachers and school administrators feel that the utilization of teacher aides is not a threat to the professional status of teachers."

### Ohio

Harold J. Bowers, Deputy Superintendent of Public Instruction, Ohio State Department of Education reports, "The employment of teacher aides is relatively new in Ohio and thus far, our Department has done very little in the preparation of guidelines or in evaluating programs where aides are used."

Dr. Bowers included with his letter an address by Martin Essex, State Superintendent of Public Instruction, Ohio, which suggests that, "Teachers need time to teach. With the mushrooming of what is to be taught within the school day and year, every activity which diverts teaching time from its central function is a loss that may never be retrieved." He further states that in the Soviet School System the teacher spends only half as much time in the school setting as does the American teacher. The rest of his time is devoted to intensive planning and preparing programs to be delegated to his staff of aides, assistant teachers and other para-professional personnel. He suggests that in America it would be more sensible to devise a hierarchy of teaching positions from teacher aide to Executive teacher--this concept has been suggested by many of late and received special attention this year by T. E. P. S. in The Year of the Non-Conference pertaining to the teacher and her staff.

### Oklahoma

Jake Smart, Assistant Superintendent in Charge of Instruction, Oklahoma State Department of Education reports that, "We do not have any materials that we send out to schools relative to teacher aides." However the impact of Title I on teacher aide programs has prompted them to make the following statement, "Under the provisions of E. S. E. A. Title I many school districts will employ aides to assist teachers by performing a variety of eligible services in the implementation of projects. However, there must be clearly defined responsibilities between the duties of the teacher who teaches and the teacher's aide who assists in performing mechanical tasks."

### Pennsylvania

John M. Hyams, Curriculum Development Specialist, Pennsylvania Department of Public Instruction states that, "Our bureau is in the process of preparing material on teacher aides. In the interim I am enclosing a brochure which has been useful to us in assembling our teacher data."

The brochure which was enclosed is entitled The Enrichment of Classroom Effectiveness With the Help of the Educational Technician. It alludes to the impact of teacher aides on the educational scene and poses a number of questions and answers--one of the more important questions is, "If the number of educational technicians increases, as indicated, what will be the effect on teachers and the teaching profession?"

### South Carolina

J. Carlisle Holler, Director, Division of Instruction, South Carolina Department of Education reports that, "We find that the State Department of Education does not have any material in the area of teacher aides."

South Dakota

F. R. Wanek, Acting State Superintendent, South Dakota Department of Public Instruction reports that, "According to our present regulations no one may be employed in a public school to perform any type of instructional services without a regular teacher's certificate. We are confident that this matter will require study and probably we will need to develop some regulations or guidelines."

Tennessee

John E. Cox, Coordinator, Division of Instruction, Tennessee Department of Education reports that, "Unfortunately, the State of Tennessee has not developed at this time material concerning the many facets of teacher aide utilization in the classroom. Although we have no material available, we would appreciate receiving a report of your study of this problem."

Texas

Milo E. Kearney, Director, Division of Teacher Education and Certification, Texas Education Agency reports that, "We have no standard as yet concerning the preparation or certification of these people."

Utah

The Office of the State Superintendent of Public Instruction, Utah State Board of Education forwarded tentative guidelines for the use of teacher aides. These tentative guidelines established a role for the teacher aide which is non-instructional in nature. "The basic objectives of the program should be the improvement of the professional services of the teacher, trained assistants should not be allowed to assume the professional duties of the teacher. Classroom assistants are para-professional employees who work under the

direction of a certified teacher. In this regard they may be assigned clerical and other duties providing these activities do not include teaching in a group situation or individual tutoring. "

### Virginia

Harry L. Smith, Director Public Information and Publications, Virginia State Board of Education forwarded a copy of a publication entitled An Analysis of the Use of Teacher Time in Virginia. This publication pointed out that statistics compiled by their Research Department of the Virginia State Department of Education showed that, "Clerical duties related to instruction; eg. recording and reporting attendance, were found to require about two hours a day of the elementary teacher's time and about one and one-half hours a day of the secondary teacher's time. "

This comprehensive analysis of teacher time in Virginia appears to suggest that many of the clerical type functions now assumed by a professional could be adequately handled by a proficient teacher-aide with the teacher devoting this time to a more intensive instructional program.

### Washington

Wendell C. Allen, Assistant Superintendent for Teacher Education and Certification forwarded a copy of the recommendations made by the Washington State Board of Education on June 13-14, 1967 relative to the utilization of school service aides and instructional assistants. The report shows that, "More than 2,500 people are now employed as auxiliary personnel, service aides and instructional assistants. Nearly all of the school districts with more than 1,000 students utilize aides and assistants in some capacity. "

For this report a service aide is a person who works directly under the supervision on non-instructional tasks. An instructional

aide assists in instruction under the supervision of certificated personnel. The paper recommends that training programs for auxiliary personnel be established, that in-service or other training be established to help teachers work with aides and that opportunities should be provided for service aides to become instructional assistants and instructional assistance to become teachers.

Washington school superintendents were recently urged by Louis Bruno, State Superintendent of Public Instruction, "To use their authority to hire non-teachers with specialized knowledge to supplement the work of the regular faculties," noting that the State Board of Education in 1958 authorized special certification of highly qualified persons as "expert aides" in the instruction program (Portland Oregonian Sunday, August 23, 1967).

#### West Virginia

John T. St. Clair, Assistant State Superintendent, Bureau of Instruction and Curriculum, West Virginia Department of Education reports that, "This, of course, is a new movement in West Virginia. We are considering guidelines for the use of teacher aides for the coming year. I would appreciate greatly the material which you may compile during the course of your study. It would be of considerable help to us during the coming months since we are faced with the same situation."

#### Wisconsin

Robert C. Van Raalte, Assistant Superintendent, Wisconsin Department of Public Instruction reports that, "The Department of Education is cooperating with the University of Wisconsin who has compiled research material in the area of teacher aides."

Wyoming

Harold R. Goff, Director, Certification and Placement,  
Wyoming Department of Education reports that, "A few school  
districts in the state employ teacher aides and this is handled by  
the individual districts."

APPENDIX F

TEACHER AIDE REGULATIONS OF THE OREGON STATE  
BOARD OF EDUCATION

1965

1968

INTERPRETIVE GUIDELINES TO TEACHER AIDE REGULATIONS  
FOR OREGON PUBLIC SCHOOLS

1968



LEON P. MINEAR  
Supt. of Public Instruction  
Public Service Building  
Salem, Oregon 97310

REGULATIONS OF THE STATE BOARD OF EDUCATION FOR  
EMPLOYMENT OF TEACHER AIDES BY OREGON  
SCHOOL DISTRICTS

Legal Provision for Employment of Teacher Aides

ORS 342.155, as amended by Sec. 358, Ch. 100, Oregon Laws 1965, provides that school districts may employ teacher aides subject to the rules and regulations of the State Board of Education.

The statute defines a teacher aide as a noncertificated person employed by a school district whose assignment consists of and is limited to assisting a certificated teacher.

Purpose for Employment of Teacher Aides

The basic criterion for judging the worth of any school practice is its effect upon the educational welfare of the children. The contribution of the teacher aide is to free the teacher from routine and non-professional activities that there may be opportunity to provide better instruction and better learning situations for the children in the class. Disproportionate increases in class size where teacher aides are used will nullify the justifiable bases for employment of aides.

Types of Responsibilities Which Aides May Assume

The teacher's task is generally conceived as being related to the total school experience of the child. It is therefore difficult to draw a clear line between teaching and nonteaching function.

The work which aides perform shall be that which is as nearly as possible noninstructional in nature, and of the following types and kinds of examples:

Record grades

Transcribe records

Correct tests and written work which does not require subjective evaluation or where, under direction of the teacher, attention is given to correction of technical errors only

Duplicate or mimeograph materials, set up demonstrations, prepare audio-visual equipment for use, write on the board, prepare bulletin boards

Collect money such as for drives, milk, lunch, etc.

Check, record, and report pupil attendance

Supervise study halls in the secondary school that are set up for independent study. This does not apply to study halls established for supervised study.

Supervise pupils on the playground, in the lunchroom, and during intermissions under the direction of certificated personnel

Perform room housekeeping duties

Play the piano for physical education, music, and rhythms

#### Limitations on the Use of Teacher Aides

Aides shall not be used as substitute teachers, to relieve teacher overload, or to replace teachers on leave.

#### Qualifications of Teacher Aides

Persons to be employed as teacher aides shall meet the following qualifications:

A high school graduate

Age of 18 or over

A citizen of the United States

A standard of moral character as required of teachers

School boards are also strongly urged to observe the following factors

in the employment of aides: personality and appearance, interest in children, and interest in the educational program.

#### School District's Responsibility to the Aide

If aides are to render real service to a school district, it is necessary that they be prepared for the responsibilities they are to assume.

This preparation should take place both before and after assumption of employment. Such preparation would include orientation to the work to be undertaken, acquaintance with the operation of the school, an understanding of responsibilities to children, and a knowledge of ethical responsibilities in relationship to teachers, the school and the community.

#### Legal Responsibilities of Aides

As school employees, teacher aides shall conform to the requirements of Oregon law that are applicable to other noncertificated school employees. This shall include registration of the health certificate with the county school superintendent.

#### District Reports

School districts which employ teacher aides under ORS342.155, as amended by Sec. 358, Ch. 100, Oregon Laws 1965, shall submit such reports concerning their use of teacher aides to the State Department of Education as the Department deems necessary.

WB:bw

Adopted by  
State Board of Education  
October 26, 1965

RULES OF THE STATE BOARD OF EDUCATION  
FOR THE EMPLOYMENT OF TEACHER AIDES

The rules adopted by the State Board of Education are requirements to which all public schools must conform to become or remain eligible for basic school support and apportionments.

I. DEFINITION OF TEACHER AIDE

The term "teacher aide" within the context of these regulations refers to persons as defined in ORS 342.120. "'Teacher aide' means a noncertificated person employed by a school district whose assignment is limited to assisting a certificated teacher."

The teacher aide is a person who by definition possesses the following qualifications:

- a. U. S. citizenship
- b. An age of 18 years or more
- c. A high school diploma or its equivalent
- d. Standards of moral character as required of teachers

Teacher aides are to conform to the requirements of Oregon law that are applicable to other noncertificated school employees, including registration of the health certificate as required by ORS 342.602. Any exceptions to these qualifications shall be negotiated by letter with the Superintendent of Public Instruction.

II. DEFINITION OF TEACHER

The term "teacher" within the context of regulations governing teacher aides and teacher aide programs refers to persons as defined in ORS 342.120. "'Teacher' includes all certificated employees in the public schools who have direct responsibility for instruction and who are compensated for their services from public funds."

### III. FUNCTIONS OF TEACHER AIDES

The functions of the teacher aide shall be to give assistance in the work of the school under the leadership and supervision of a teacher. The aide is not to be used to supplant but rather augment the effectiveness of the teacher.

### IV. ASSIGNMENT OF TEACHER AIDES

The assignment of teacher aides shall be such that they are used only in an adjunctive relation to a classroom teacher, librarian, counselor, or other professional staff.

The role of the teacher aide is one that is adaptable to many supportive tasks. Nothing in these rules should be interpreted as limiting teacher aides only to the performance of classroom functions.

### V. REGISTRATION OF TEACHER AIDES

The clerk of each school district utilizing aides shall register with the administrative school district board, county school board or the intermediate education district board, whichever has jurisdiction over the county in which the administration office of the school district is located, no later than October 15 of each year and on a provided form, the age, sex, hourly rate of compensation, educational level, nature of assignment, social security number and such other information as the Superintendent of Public Instruction may require for each teacher aide. The administrative unit in each case shall transmit this information to the State Department of Education no later than October 31.

### VI. TRAINING OF TEACHER AIDES

Districts employing teacher aides shall provide or arrange for suitable training for such personnel to prepare them to perform such functions as they may be assigned.

## VII. CREDENTIALLING OF TEACHER AIDES

The State Board of Education will require no certificate, diploma or other credential (except the prerequisite high school diploma or its equivalent) as a condition for employment as a teacher aide.

## VIII. SELECTION OF TEACHER AIDES

Persons selected for employment and training as teacher aides shall be those who show promise of being able to serve effectively as teacher aides.

## INTERPRETIVE GUIDELINES FOR THE STATE BOARD OF EDUCATION RULES GOVERNING TEACHER AIDES

Schools shall substantially conform to these recommendations expressed as guidelines for interpreting regulations governing teacher aide programs.

### I. DEFINITION OF TEACHER AIDES

The teacher aide is a person more than 18 years of age employed in an assisting role. This does not include persons such as student teachers, cadet teachers, National Youth Corps enrollees nor students in team learning programs.

### II. DEFINITION OF TEACHERS

The teacher or teachers to whom aides are assigned should have other than a limited or restricted certificate and two or more years of teaching experience attested by the relevant supervisor as indicating exemplary competence in the skills of teaching.

Where teacher aides are assigned to team-teaching situations this rule shall apply only to the team leader.

### III. THE FUNCTIONS OF TEACHER AIDES

The function of the teacher aide is to assist the professional staff. This assisting function need not be sharply limited to working only with things or dealing only with routine tasks. The function of the teacher aide, in addition to doing such clerical and secretarial tasks, is to enter into the life of the school in a supportive role under the leadership of the teacher. The function of the aide is determined through the guidance and supervision of the teacher in accordance with the requirements of the educational program and the needs of children.

This definition of function is to be interpreted as encouraging a realistic involvement of teacher aides in the instructional program under the leadership of the professional staff. It is not to be interpreted as implying that the aide shall supplant the teacher nor that the aide is to be used in lieu of a teacher. Teacher aides serving in library instructional media centers are not to be used in lieu of certificated personnel, but they are to work under the direction and supervision of a certificated librarian. For adequate supervision the librarian should spend not less than 5 hours weekly directing the work of each full-time (or equivalent) aide.

The omission from this statement of a list of tasks to be done by teacher aides is purposeful. The omission of such a list is an acknowledgment that, although the teacher aide will in fact do routine tasks, any arbitrary allocation of the work of the classroom to aide and teacher is unrealistic and detrimental to the best use of a differentiated staff. What is important is that the teacher be established in a leadership role and the teacher aide be established in a supportive role and that, within these role identities, they approach the work of the school free of exact and externally imposed boundaries of action.

Within this definition of function, the assignment of the teacher aide, where the aide is given exclusively clerical or secretarial tasks, may be such that the aide works with several teachers representing several grade levels.

Where the aide is involved in the work of the classroom the assignment should be such that the aide works preferably with just one and not more than two teachers--except in team teaching situations.



#### IV. ASSIGNMENT OF TEACHER AIDES

Assignment of teacher aides should be such as to augment the regular services of the professional staff. Any assignment of teacher aides to any teacher station such as classroom, library, or counseling office should be one in which the teacher aide is an adjunct to a particular member of the professional staff. No assignment of teacher aides should be made which provides for the manning of any teacher station by teacher aides under only remote supervision by a teacher, building principal, or other supervisor in lieu of the proximate supervision of a teacher assigned to that station with the teacher aide. Nothing in this regulation shall be interpreted in a way to contradict the provisions of Section 13-035 of Minimum Standards for Public Schools.

#### V. REGISTRATION OF AIDES

The registration of teacher aides with the appropriate administrative office is for the purpose of governing appropriate manpower data and information regarding the staffing patterns of schools throughout the state. It is not a step toward developing lists of approved or credentialed personnel.

#### VI. THE TRAINING OF TEACHER AIDES

##### A. TECHNICAL TRAINING

Suitable training for teacher aides should include technical preparation for use of equipment, paraphernalia and the like and to acquaint them with record keeping systems. It is the first level of training and prepares only for those things-related, not persons-related functions to be performed by teacher aides.

#### B. CORE SEMINAR IN HUMAN SUPPORT FIELDS

In addition, where the teacher aide is to serve in more than a clerical or secretarial role, there should be exposure to the human support fields through a "core seminar" format. The purpose is to induct the teacher aide into those understandings of the human support fields having special relevance for education but not to require the conventional systematic course work associated with undergraduate education.

#### C. ROLE DEFINITION AND HUMAN RELATIONS TRAINING

Adequate role differentiation, i. e. , the establishment of the teacher in the role of professional leader and the aide in the role of assistant, is a most critical element for the success of any teacher aide program. Training must include exposure to the means of defining and establishing the role of the teacher and the teacher aide, the developmental nature of role definition, and the significance of role fulfillment in the institutional setting.

The nature of the school and of teaching, i. e. , its heavy involvement with persons and groups, implies a possibility of interpersonal stress and the consequent need for human relations training. Hence, teacher aide training should include human relations training especially designed to facilitate communication, trust, and a stress-free relationship with children and adults.

#### D. SURVEY OF SUBJECT AREA OBJECTIVES AND PROCEDURES

Teacher aide training should induct the aide into an awareness of basic objectives associated with the curriculum. Effective service as an assistant requires awareness of the goals for instruction toward which the teacher works.

Likewise, the teacher aide should be alerted to kinds of procedures used in the basic subject areas. Procedures in dealing with groups, for organizing for instruction, for handling multiple sources, for individualizing instruction, and the like should be a part of aide training. This is not to be confused with a methods course design. It should be a survey to give awareness of the ways of teaching in a variety of subject areas for the purpose of alerting the aide to present day realities of the classroom.

#### VII. THE CREDENTIALLING OF TEACHER AIDES

Reliance on credentials is no substitute for adequate screening and evaluation of candidates for teacher aide positions. No one shall be required to hold any credential other than a high school diploma or its equivalent as a prerequisite to employment as a teacher aide.

#### VIII. SELECTION OF TEACHER AIDES

Selection of persons for employment and training as teacher aides should be such that identification is made of those whose style of life is characterized by flexibility and responsiveness to people. A careful screening of persons to be trained and employed as teacher aides is unusually important inasmuch as the alternative selection process of meeting credentialing requirements is missing.

### TYPICAL DUTIES OF TEACHER AIDES

The following list is merely a suggestion of the kinds of services teacher aides might perform and is not mean to indicate that teacher aides be limited to this list of duties.

#### Level I

- Recording grades
- Filing records
- Duplicating materials
- Operating audio-visual equipment
- Procuring supplies
- Preparing displays
- Processing new books
- Repairing damaged books
- Typing reports or instructional materials
- Managing housekeeping chores

#### Level II

- Supervising rest periods
- Monitoring study periods
- Listening to reading groups
- Assisting with committee and individual work
- Reading stories to class
- Assisting children in drill and review
- Supervising playground, lunchroom, etc.
- Assisting children who become ill
- Calling at home for counselor
- Doing routine errands for administrator

APPENDIX G

EXTRACTIONS FROM THE FIRST 100 ELEMENTARY AND  
SECONDARY EDUCATION ACT; TITLE I PROJECTS  
SUBMITTED TO THE OREGON STATE  
DEPARTMENT OF EDUCATION  
THE 1967-68 SCHOOL YEAR  
THAT INVOLVED THE  
EMPLOYMENT OF  
TEACHER AIDES

### Clerical Assistance

#### Project #2, Nestucca U. H. #3, Tillamook County

A teacher aide will be employed to do general clerical work in order to make the services of the teacher more available to the child.

This use of the teacher aide is consistent with many other projects that restrict teacher aides duties to clerical tasks. The determiner for the assignment appears to be based upon assessed needs at the building level, or classroom level, as well as different educational philosophies and views relative to the function and tasks to be performed by the teacher aide.

#### Project #40, Corvallis #509J, Benton County

Teacher aides will be hired to assist the teacher with the non teaching tasks in the primary grades. The teacher aide will provide more equitable ratio of child-to-adult ratio with the master teacher, however, always doing the planning, projection and evaluation.

From this description of the duties of the teacher aide it is implied that the aides' function will be basically clerical in nature. The concept that a more equitable child-to-adult ratio is needed, is being echoed across the state. Or as one teacher recently reflected, the need for children to be able to relate to adults on a one-to-one basis has always been recognized, particularly in the early years of childhood.

It may be noted here that Corvallis also employs library aides. Library aides are currently employed in many Oregon schools as illustrated in Appendix D.

#### Project #54, Vernonia #47J, Columbia County

Teacher aides will be hired to assist teachers and will perform non-instructional tasks.

The assuming of non-instructional tasks by the teacher aide which will be basically clerical and housekeeping in nature frees the

teacher to teach.

#### Project #55, Bethel #52, Lane County

Teacher aides will assist in preparation of materials and will do those jobs which are allowed under the guidelines set down by the State Department of Education.

At the time this project was submitted the State guidelines classified teacher aide activities as basically non-instructional in nature. However, as we assessed emerging teacher aide patterns, and as this study developed, it became apparent that these regulations were not realistic in terms of the changing role and function of the teacher aide. Rather than being accused of operating after-the-fact we decided to take a leadership role in designing guidelines that would be more supportive of emerging trends and patterns.

The Bethel project exemplifies initial teacher aide assignment practices which were basically clerical and housekeeping in nature.

#### Project #64, Klamath Falls #1, Klamath County

Teacher aides could do much of the clerical work, materials preparation and routine tasks freeing the teacher to teach.

The clerical assignments of the teacher aides in this project further illustrates an attempt to economize on the teacher's time that is spent doing clerical chores.

### Technical Assistance

#### Project #1, Lynch #28, Multnomah County

Teacher aides are employed to operate television cameras and other equipment necessary in studio production. They will also assist in the studio production of graphics and backdrops.

This project injects a new concept in the assignment of the teacher aide to the educational team. It portrays the employment of a technician who has special skills which can supplement the

educational program.

#### Instructional Assistance - Physical Education

Project #6, Silverton Public Schools #4c, Marion County

A physical education aide is employed to assist the physical education teacher with individualized programs.

In this instance a teacher aide is being employed to offer individual assistance to youngsters under the supervision of a certificated teacher. This is consistent with the new teacher aide regulations that permit a teacher or a school district to determine the degree of involvement of the teacher aide in the instructional program (Appendix D).

#### Instructional Assistance - Industrial Arts

Project #89, Canby #86c, Clackamas County

It is planned that an industrial arts aide be employed to assist the industrial arts teacher to design individualized programs of instruction.

The employment of resource people to serve as teacher aides marks a new movement in Oregon education. The teacher aide who has special skills is being identified as a person who can be employed either within the school or the community setting to provide individualized programs for the student. The teacher aide who functions as a resource aide may operate without as close supervision as other instructional assistants.

#### Instructional Assistance - English

Project #17, Sherwood Union High School, Washington County

A teacher aide will be hired to work with the language arts teachers. The aide will assume certain functions which will release the teacher for more individual instructions.



The aide may also supervise small groups of special students working under the teachers instructions.

This further illustrates teacher aide involvement in the instructional program. This time at the secondary level.

In a recent interview with a school district they attested to a concern of theirs relative to the selection of three language arts aides from a list of nearly ninety applicants. Screening indicated that 50% (percent) of the applicants had college degrees. A review of transcripts showed a number of them to be highly competent individuals. The question was then posed, "Is it realistic to bring people of this caliber into the educational setting and restrict their functions to clerical tasks?"

#### Project #18, Gresham Union High #2j, Multnomah County

We plan to hire two certificated persons for each of our high schools to work with the project students in our Freshmen and Sophomore English C classes. We will classify these personnel as 'teaching aides' as they will be involved with instruction as well as having sub-professional responsibilities. Because the primary purpose of the project is to encourage attitudinal and behavioral changes within the students, our plan is to individualize the instruction as much as possible for the educationally deprived students. The teaching aides will work with the teachers as part of a team to accomplish these goals. The main instructional focus planned is reading, composition, and spelling.

This project further illustrates the changing role of the teacher aide, and presents the teacher aide as an integral member of the instructional team.

#### Instructional Assistance - Foreign Language

#### Project #22, North Marion #15, Marion County

A Spanish speaking aide will be hired to assist the teachers with cultural and language barriers.

Teacher aides will be used to assist small groups or individuals in activities such as word games, phonics drills, etc.

This is the first reference to bi-lingual aides. However, a review of current state projects in Appendix D will emphasize that this is not unique to the school district.

### Instructional Assistance - Reading

#### Project #9, Salem 24J, Marion County

Teacher aides are employed to assist reading teachers. The aides' function besides that of a clerical nature is to give assistance to youngsters on the basis of assessed needs under the supervision of the teacher.

#### Project #23, Lewis and Clark #5, Clatsop County

Two teacher aides will be assigned to assist in primary classes with low achievers in reading.

#### Project #36, Sutherlin #130, Douglas County

Two teacher aides will be assigned one to each reading teacher where they can most effectively assist at the initial area of instruction.

#### Project #41, Scio #95c, Linn County

Five teacher aides will be used in three schools. The teacher aides will be specifically assigned to listening to good readers while the teacher spends more time with slow readers.

The teacher aide will also be assigned peripheral tasks.

In many instances we have seen the emphasis placed upon putting teachers aides into reading programs to work with slow readers. It appears to be more meaningful and realistic, as cited by Scio, to put the specialist, the teacher, with the group who needs the help the most, and the teacher aide with the group that needs the help the least.

### Project #78, Paisley #11, Lake County

In the reading phase of the program it is planned to use an Instructional aide daily to release the regular high school English teacher to devote time for individualized instruction to low achievers in reading. The aide will supervise study periods and will assist the teacher by preparing written materials and transparencies, gathering reading materials, and keeping records. The regular teacher will then be able to devote time to working with low achievers in order to give them specific assistance in word attack skills.

The use of teacher aides to supervise study periods and study halls appears to be gaining increased popularity. Many people are suggesting that it is an expensive use of educational funds to have a professional person monitor study groups.

### Project #83, Portland #1, Multnomah County

All elementary schools which qualify under ESEA Title I will employ teacher aides, library aides, or aides for help in Resource Centers. Almost exclusively the aides will be related to the concentrated effort to improve reading skills. They will make it possible for instruction to be carried out in small groups, will assist the professionals with providing individual attention to disadvantaged children with reading problems and will assist teachers with preparation of materials designed to intrigue children with the satisfaction to be gained from reading.

Each area director plans to establish in-service training sessions for teacher aides and library aides in which the problems of reading, the nature of reading difficulties, the materials and equipment for reading instruction will be studied. The place of the aide in the classroom and library instructional program will be emphasized.

The excerpts above illustrate that a growing number of school districts are employing teacher aides to work in reading programs. It has been suggested by some teacher aides that if they are going to be involved in working with individuals and small reading groups they should have some training. It should be noted that Portland #1 does provide in-service training for teacher aides as do many of the

school districts in Oregon. Title 1, E. S. E. A. guidelines for the current year require school districts who are employing teacher aides with Title 1 funds to provide an in-service training program for the aides.

### Instructional Assistance - General

#### Project #10, Fern Ridge #10, Lane County

To serve the teacher in the classroom in such a way that the teacher will be able to provide small group and individual instruction.

This use of teacher aides, with the teacher making the judgment relative to the degree of involvement by the teacher aide in the instructional program seems to be part of the emerging pattern. It appears that as time goes on, the teacher who prior to this time had not had the assistance of the teacher aide or paraprofessional assistance, will envision ways to involve the teacher aide as a more integral appendage to the instructional team. It may be well to point out here however, as is pointed out in the new teacher aide regulations which the author helped develop, "The aide will not supplant but rather supplement the services of the teacher."

#### Project #16, Dallas #2, Polk County

In rooms where there is a concentration of educationally deprived children, teacher aides will be utilized in semi-instructional and non-instructional tasks under the direct supervision of the classroom teacher. The aide shall:

1. Supervise independent study sessions while the teacher instructs individuals or small groups.
2. Give individual help to children working on teacher-assigned tasks.
3. Work with small groups or individuals on word recognition drill, phonics, listening skills and enrichment activities.
4. Prepare or procure special instructional materials.

5. Score test, record test scores, correct student papers.
6. Supervise the before school playground while the teacher is engaged in planning and preparing lessons for the educationally disadvantaged child or giving special instructional help to them.
7. Perform non-instructional tasks such as preparing bulletin boards and displays, collecting lunch money, taking attendance, typing, duplicating, collecting art materials etc. which free the teacher to concentrate on working with the disadvantaged.

This list of assigned teacher aide tasks clearly illustrates the emerging involvement of teacher aides in the instructional program, and the movement away from involvement with clerical and house-keeping functions to involvement with students.

#### Project #26, Central #13J, Polk County

One half-time aide will be used as a general teacher aide.

#### Project #28, Lincoln City, Lincoln County

Evaluative data of the preceeding two years of teacher-aide employment, under Title I, ESEA, tends to support our assumption that teacher-aides do make a significant contribution to the instructional program for educationally deprived children. However, teachers and administrators agree that aides need to be utilized more effectively in classroom activities.

Therefore a program of pre-service and in-service training will be implemented as soon as practical.

The objective of the pre-service and in-service program is to devise and execute a teacher-aide program which will enable the teacher to work most successfully with educationally deprived children.

#### Project #46, Arlington #3, Gilliam County

Teacher aides will be employed to help individualize programs for the educationally deprived child.

#### Project #53, Bend #1, Deschutes County

The teacher aide assists the teacher with (1) teaching duties (2) relieves the teacher for conferences (3) relieves the teacher from clerical tasks.

It is interesting to note, as commented above, that teacher aides, in some instances are filling in for teachers during short periods of absences by the teacher from the classroom. It is apparent that this will necessitate professional judgment as to when an aide supplements or actually can be considered to be supplanting the teacher.

Project #54, Vernonia #47J, Columbia County

Teacher aides will be hired to assist teachers and will perform non-instructional tasks.

Project #61, Adrian #61, Malheur County

We plan to use the teacher aides to do some individual work with the children who need help, in areas where the aide is competent. In addition the aide at times will replace the teacher thus allowing the teacher time to work with the students on an individual and small group basis.

It becomes paramount that professional judgment be made relevant to the extent of the competencies of the teacher aide in terms of the aides involvement in the instructional program. Further, as will be stressed in the recommendations, if aides are to be involved in instruction, training is not only desirable it would be a necessity.

Project #63, Perrydale #21c, Polk County

Aides will not be used to instruct in any situation, but may be used to supervise groups or individuals after the teacher has provided preliminary instruction.

One of the problems which has always caused concern in identifying when teacher aides are, or are not involved in instruction has been to ascertain what constitutes instruction. Theoretically, a raised eyebrow could be considered a form of instruction in that it signifies disapproval as could a smile signify approval.

#### Project #64, Klamath Falls #1, Klamath County

Teacher aides could do much of the clerical work, materials preparation and routine tasks freeing the teacher to teach.

#### Project #70, Imbler #11, Union County

To work with individuals a teacher aide will be hired to relieve teachers of routine tasks. A certified teacher will be hired to fill the teacher aide position.

Visiting and discussing the teacher aide movement with educators across the state it is not uncommon to hear them discuss the possibility of hiring teachers or retired teachers to serve as teacher aides. Some teachers would prefer to serve in a support role rather than a leadership role. Also, retired teachers who can supplement their retirement income by returning to the classroom in many instances are doing just that. The problem is, if it is a problem, that when people who have been teachers are assigned as teacher aides they don't always function as teacher aides.

#### Project #74, Portland #1, Multnomah County, Project #1

Teacher aides are another integral part of the program to increase assistance to children. The teacher aides, working under the direction of the classroom teacher, contribute to the individualization of instruction by providing much assistance to the classroom teacher so that the classroom teacher is able to devote more time to actual instruction. Under the direction of the teacher, aides perform numerous tasks that range from clerical and housekeeping chores to assisting children with their studies. Aides may listen to children read, participate in games and learning activities with children, help children with drill, as well as help with recess and lunchroom duty.

#### Project #76, Spray #1, Wheeler County

##### The Teachers' Aide

1. Supervise both morning and afternoon play periods.
2. Handles duplicating, copying and assembling of materials for classroom use.

3. Prepares and sets up audiovisual materials and equipment.
4. Under the direction of certificated teachers, assists students in their individualized study.
5. Assist in classroom housekeeping duties.
6. Supervise playgrounds during lunch periods.

Project #94, South Lane #45J, Lane County

A full-time teacher aide in each of the schools in the program will assist in preparing instructional materials to make learning more meaningful to disadvantaged children who have a problem understanding new concepts. The aides will also work under the supervision of the teacher in individual instruction with children particularly in reading, speaking activities. They will also perform some of the clerical and supervisory duties a teacher may otherwise be responsible for and, thereby, free the teacher a greater share of the time to work individually or in small groups with children.

Project #95, Madras #509J, Jefferson County

Instructional Area Activities

- a. Instructional activities are related to the enhancement of education and aimed at raising the aspirational level of the students involved. The instruction will be planned, organized and implemented through the program director who will conduct training seminars, arrange for guest resource personnel from universities and colleges, provide on-campus visitations for student assistants, present video tape lectures, and provide personal guidance and supervision. Guest resource personnel will be brought in on a contractual basis to lecture and hold discussions on various aspects of education. The student assistants will provide assistance to the teachers in whose room they are located by being a classroom helper, individual student tutor, large group activity supervisor or typing assistant.
- b. Staff members involved will be elementary and secondary master teachers who will have student assistants working with them in their class.
- c. A video tape recorder, video and audio tapes will be used for training and encouraging student assistants by presenting lectures by college personnel to the student



assistants, thus in effect bringing the campus to central Oregon.

This program was designed, in part, to utilize students as teacher aides and to make this experience part of a sequential teacher education program.

At this juncture it does not appear to be practical to design a teacher aide experience that would be part of a teacher education program. This does not rule out however, the possibility of a teacher aide becoming interested in, or being accepted into an approved teacher education program while serving as a teacher aide.

Project #97, Corbett #39, Multnomah County

A teacher aide will be hired for each kindergarten teacher and will make possible more small group and individualized instruction.

As we review excerpts from the Title I applications it becomes apparent that the role of the teacher aide is changing from the early 1960's when the teacher aide primarily assumed housekeeping and clerical tasks. The teacher aide is truly emerging as an integral member of the instructional team.