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UTILIZATION AND TRAINING OF PARAPROFESSIONALS

NEW YORK CITY

1967 - 1971

A Dissertation Presented

by

Gladstone H. Atwell

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

April

1972

Major Subject Urban Education

UTILIZATION AND TRAINING OF PARAPROFESSIONALS

NEW YORK CITY

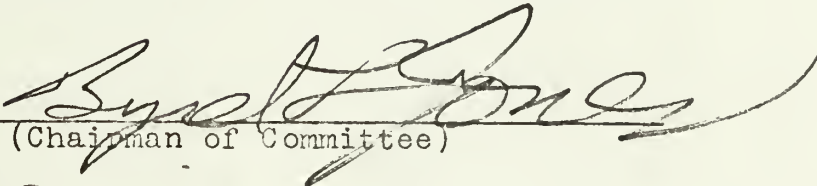
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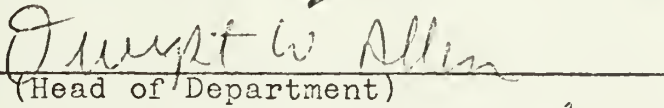
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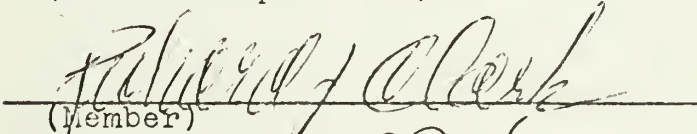
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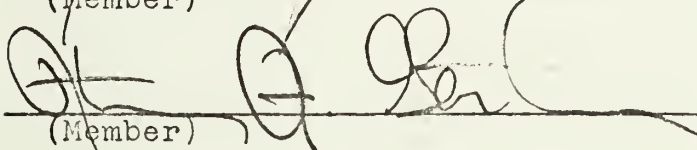
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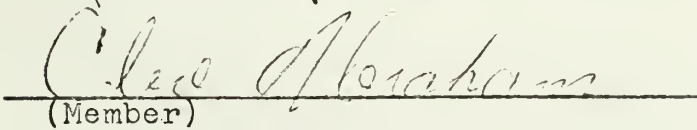
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PREFACE

A major factor facing the country today is the failure to educate our children. The failure may be attributed to many factors. The major concern has been teacher attitudes toward children from varying backgrounds. Another concern has been how teachers should be trained to work effectively with all children.

The educational failure has become closely associated with urban failures. The state and federal governments have passed legislation that would improve education for urban youngsters. I have reviewed these legislative acts and have concluded that most were a continuation of the unsuccessful day school programs.

The one program that has been successful in most places in the country has involved using non-professional personnel. The growth in number of paraprofessionals has been phenomenal. Many cities have developed extension career steps for paraprofessionals. New York and Minneapolis paraprofessionals career designs have been reviewed because of their size and scope. The success and effectiveness of the paraprofessionals may partially be attributed to the inservice training provided for them.

An inservice training design is suggested for the early childhood grades. The early childhood grades were chosen for emphasis because indications are that paraprofessionals have played a significant role in improving education in that level.

Many paraprofessionals have been interested in a professional career in education. Several of the major career development has been dependent upon many circumstances; released time for study,

improved college programs, and funding for tuition. Some of these innovations have been described in this paper.

Future developments in the area of teacher training, and certification were studied especially in relation to New York City and New York State. Alternate routes to training and certification have been included in the final chapter.

. ACKNOWLEDGEMENTS

Words cannot express my appreciation for the assistance given to me by so many people in several places. Let it suffice by my merely saying "Thank You".

At the University of Massachusetts at Amherst: Dr. Byrd Jones, who directed my every step, Dr. Atron Gentry, Dr. Richard Clark, Dr. Robert Woodbury and Dr. Cleo Abraham for their consistent support: Ashton Higgins, Wilma Brady, Woody Linehan for their assistance.

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C H A P T E R I
E D U C A T I O N A L F A I L U R E

1. Teaching Staff

The main factor in the education of children still remains the classroom teacher. The classroom teacher, with her attitudes, skills and knowledge, comes into contact with the child regularly. The teacher has a great effect on how the child's attitude develops toward school. A good teacher will be able to work with the youngsters, regardless of the youngster's background or previous experiences. Poor teaching will create youngsters who will lack motivation and interest in school.

Perhaps the key figure in the entire educational process is the teacher. Good teachers can work miracles with children coming from any background; poor or uninterested teachers never seem to succeed, even with children of good backgrounds.¹

A method must be found that will train teachers to work with youngsters in all schools throughout the country. The ultimate goal is to train and hire teachers who are without racial bias or class prejudices. Teachers must have some knowledge of the children and their background. Teachers should become creative, especially in making

1. Mel Ravitz, "The Role of The School in The Urban Setting," Education in Depressed Areas (Bureau of Publications, Teacher's College, Columbia University, New York, 1963), p. 19.

modifications in curriculum and method. The curriculum and the teacher's method will have to be made more meaningful for the children of today with their greater sets of experience, such as, space knowledge.

The teacher's attitude toward the youngster is perhaps the greatest instrument in providing success in school. The teacher who indicates to a child that he is incapable of learning, produces negative attitudes in the child, as shown by Walter I. Murray in the Journal of Negro Education, "The Concept of Social Class and Its Implication for Teachers", and further reinforced by Davidson and Lang in the Journal of Experimental Education, "Children's Perception of their Teachers' Feelings toward them Related to Self-Perception, School Achievement and Behavior". This position is further expounded in the localized setting by Dan Dodson in the Journal of Educational Sociology, "Public Education in New York City in the Decade Ahead". Sears and Hilgard have made the following very significant statement:

While perhaps there is little the teacher can do about his own personality, some self-awareness is no doubt helpful in avoiding extremes of unfavorable influence. Those responsible for teacher selection may be helped to make

wiser choices when the results of some of these studies become better established.²

In many cases, the child needs the encouragement and respect that a good teacher should be able to provide. The teacher who believes that children do not learn because of heredity, home background, cultural deprivation, or whatever socio-economic term is used, will be incapable of having success in the classroom, not only with children from this background, but with children from the so-called advantaged background, regardless of modernization and new teaching equipment. Once poor teaching methods have developed in a teacher, retraining is extremely difficult, especially if he feels successful in teaching his assigned children. There is nothing that will be able to replace good teaching and its effects on young children, particularly those from deprived areas.

2. Disadvantaged Children

Children are subjected to a series of experiences from birth. Children exposed to the same experiences will derive different attitudes and feelings. Most often in speaking of deprived children, the impression is given

2. P. Sears and Hilgard, "The Teacher's Role in the Motivation of the Learner," The Theories of Learning and Instruction (The 63rd Yearbook of the National Society for the Study of Education, 1964), p. 209.

that ghetto children lack meaningful experiences. In some ways it would appear that they have had no valid experiences from which to establish an educational foundation. Educational foundations usually reflect what the majority believe middle-class youngsters should experience, such as, suburban living, parental control and economic stability.

The disadvantaged youngster's experience is rooted in poverty, limited educational opportunities, limited job opportunities based on cultural bias, and the concept that there is more to be learned outside of the school building that would be worth his while. The child is also handicapped because he is often characterized as being inferior through heredity.

The general academic inadequacy of the majority of disadvantaged pupils and their belief that worthwhile life activities can be found only outside the school create difficulties for those disadvantaged individuals who, for whatever reasons, are able to cope successfully with school tasks and would wish to identify with the values of the school and the broader society.³

-
3. Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," Education in Depressed Areas (Bureau of Publications, Teacher's College, Columbia University, New York, 1963), p. 88.

schools was nearly equal to that of whites.⁵

As the possibilities for economic improvement by minority groups increase, the desire for the skills and knowledge necessary for successful employment will escalate.

Most non-white minorities in this country have had their cultural heritage destroyed by the myth of the superiority of Western Europeans and their culture. The myth is made manifest by the exclusive preoccupation with European history and literature as prerequisite for American literature and history. Since many minorities, because of language and culture find it difficult to relate to the majority culture, and since the majority group does not wish to relate to non-white minorities, these minorities have then decided to retain their own culture. As a result, a ghetto culture has developed that is not always understandable to the majority. The ghetto culture provides the stability and the necessary contacts that are vital to human beings.

Recently, the non-white minorities in the United States have preferred to retain their own culture, rather

5. Kenneth B. Clark, Dark Ghetto (Harper and Row, New York and Evanston, 1965), p. 146, 147.

than become acculturated. This has happened after many years of attempting to be included in the main culture. A knowledge of this minority culture is vital to the successful education of children from this culture.

The problems of the minority groups are rapidly becoming synonymous with urban problems, as the middle-class vacate the cities for suburbia. Minority groups in search of employment and a better life are moving into the cities, and as a result, these minorities become isolated into a community which rapidly turns into a ghetto because of the mass exodus of the majority population from these neighborhoods. Integration is impossible, unless the majority is willing to integrate with the minority.

3. Schools in Urban Areas

The school system is a miniscule reflection of society as a whole. In many respects, rather than being the leader in society, the school system has become the image of society.

Most of our teaching theories and/or learning theories are not the result of concepts and ideas of educators, but rather other social scientists. Most often, philosophers (John Dewey), psychologists (Edward L. Thorndike), and sociologists (Martin Deutsch), have propounded theories that have affected our educational systems.

The fact that the school system reflects society, has caused it to become a racist institution - this does not mean that all individuals are racists, but that the society of the United States has fostered, from its birth as a nation, an inequality among its peoples. This same inequality between races is reflected in the school system. This has had a detrimental effect on minority group children who attend school. Any racist institution has a dehumanizing effect upon the persons to whom these racist attitudes are directed. This is also true in the school system, with a very unfortunate consequence, namely economic waste and miseducation of children.

In recent years, it has become increasingly apparent that severe retardation in learning in urban areas has become economically unsound. The high rate of unemployment can no longer be borne by the taxpaying public. It would be more desirable to have the schools provide quality education that would enable persons to be employed, or to achieve the maximum that their abilities allow. This is further reflected by the assumption that economic and social conditions create the poor learning, and severe retardation of students in urban area schools. Schools in urban areas must produce a more significant curriculum, better methods of teaching, higher creativity, and mutual respect of all individuals - regardless of

background, culture and economic status.

Education and preparation for economic success would be equally desired by all, if job opportunities would be assured on an equal basis to everyone.

4. Compensatory Legislation--

a) Elementary and Secondary Education Act

In order to correct all the supposed ills of "disadvantaged children", the Federal legislature has laws called Compensatory Education Acts. It was assumed that these Acts would correct all of the so-called ills of ghetto youngsters. This was done by compensating them with experiences, additional guidance help, additional services, such as, lunch and breakfast, all in the theory that these would improve the education of disadvantaged young people.

The major Acts were passed in 1965. The Elementary and Secondary Education Act (E.S.E.A.) is part of Public Law 89-90, as amended. This Act provides for strengthened and improved educational, quality experiences. This Act is composed of several different Titles. We will look at Title I in some depth later.

Title II is basically used to provide additional school library materials, and books, to public and private Elementary and Secondary schools.

Title III allows school districts, or the community, to provide services that are not readily available to the children, to improve or raise the quality of education, and

assist in developing innovative and experimental educational programs that will serve as models. In addition, Title III also funds many of the programs that were formerly under the National Defence Education Act of 1958. This Act includes programs for testing students, approving guidance and counseling services in Elementary and Secondary schools.

Title IV authorizes research, grants, service and educational demonstrations. This Act also allows for the dissemination of information derived from the educational experiences indicated above.

Title V provides grants to improve and strengthen State and local education agencies. Part A is to strengthen State Education Departments. Part B allows State Commissions of Education to provide grants to assist local education agencies in improving leadership in the district, and to provide special programs to improve and to meet the educational needs of the district. Part C allows the State Commissions to make evaluation grants in order to aid the education agency to improve the quality of education. Title V also provides for a National Council on Quality in Education.

Title VI provides for the education of handicapped children. This title authorizes educational programs designed to meet the needs of the handicapped children, and their special school related needs. Title VI also includes resource centers and grants for the training of personnel in the

education of handicapped children. This Title also provides for research and for demonstration projects.

Title VII - the Bilingual Education Program, which provides assistance in developing and carrying out imaginative Elementary and Secondary school programs for children with limited, or non-English speaking abilities.

Title VIII - the Dropout Prevention Program, which is self-explanatory. Its major purpose is to keep youngsters in school, and in keeping with this concept, this Title grants demonstration projects to improve school nutrition and health services for children in low-income families.

Title I - Aid to Educationally Deprived Children. This Title was designed to provide educational programs to meet the needs of the educationally deprived children in low-income areas. It provides for these services for programs in non-public, as well as public schools in the low-income areas. Title I provides 100% of the funding for approved programs. The majority of the experimental programs in local communities are funded through this Title. Title I programs are supplementary to State and local funds, in other words, services provided by State and local funds will be maintained. Supplementary programs to these services may be provided through Title I.

Title I funds a multitude of programs. Many of them are in the area of Reading, which has not been greatly improved since the inception of this Act. In the case of

New York City, with its decentralized system, there are Central programs, as well as Title I programs by the decentralized districts. Examples of Central programs would be programs by the Bureaus, such as, the Bureau of Children With Retarded Mental Development, Bureau of Speech Improvement, Bureau of Socially Deprived Children, and any other programs that are operated by the Central Board of Education.

Examples of district-wide Title I programs would be: Pre-kindergarten programs, Strengthened Early Childhood programs, Diagnostic and Remedial Reading and/or Math programs, Auxiliary Library Personnel Assistance Assigned to Community Services programs, Non-Public School Component programs, College Preparation programs, Leadership Training programs and Auxiliary Training programs.

There are a number of programs that may be funded under Title I if it is indicated that the results would have a direct benefit to children in low-income areas.

b) Higher Education Act

The Higher Education Act of 1965 falls under Public Law 89-329, as amended.

Title V concerns an Education Professions Development Act (E.P.D.A.). The purpose of this Title is to improve the quality of teaching, and to help meet critical shortages of adequately trained educational

personnel. The major parts concerning public education are B, C, D and F.

Part B. 1 establishes the Teacher Corps Program. It is also administered directly by the United States Office of Education, and authorizes institutions of higher education and local education agencies to enroll in the Teacher Corps.

Part B. 2 authorizes State Education Departments to support the efforts of local education agencies to attract new people into teaching, to provide short-term intensive training programs to make teachers successful, to obtain services of teacher aides, and to provide them with the necessary training.

Part C provides for fellowships for teachers and related educational personnel. These fellowships are for graduate studies at institutions of higher education.

Part D allows for educational training opportunities for personnel in programs of education, other than higher education. This Act authorizes grants to institutions of higher education and State education agencies, also local education agencies, for carrying out programs or projects to improve the qualifications of persons who are serving, or preparing to serve, in Elementary and Secondary educational programs. This Act also includes pre-school, adult, vocational education and/or Secondary vocational school programs which supervise and train persons.

Many programs for upgrading auxiliary personnel are included under Part D. Perhaps the most famous program is the Career Opportunities Program.

Part F concerns the training and development program for vocational education personnel. The purpose of this Act is to provide opportunities for experienced vocational educators to spend more time in advanced study, and to upgrade occupational competencies of vocational education teachers through an exchange of private industry.

Of all the programs funded under these two Acts, one has had tremendous impact on education. Funded by Title I, auxiliary personnel are hired in many school districts across the country. This is particularly true of the larger cities, such as, New York, Los Angeles, Minneapolis, and Philadelphia.

These programs under Title I have allowed for the beginning of non-professional personnel to be utilized in the classroom.

Alternate sources of funding for auxiliary personnel are also utilized, since the value of these new personnel became apparent in the school systems throughout the country. Concurrently, under Part D of Title V of the Higher Education Act, a method of training veterans as auxiliary personnel, eventually leading to teachers of the future, was designed and implemented.

Recent studies have indicated that the major

objectives of programs utilizing auxiliary personnel are:

To provide pupils from low-income areas more individual attention.

To provide the teachers with an additional adult who will help them manage teaching conditions, and pupil behavior, which will also affect the pupil's achievement.

To assist the principals of the schools' administration by providing additional staff members who will help improve the quality of service to low-income schools.

Parents are employed as auxiliary personnel.

This provides a direct link to parents and community, as well as provide adults with the same cultural background as the children. Auxiliary personnel, apart from gaining income through a training program, will improve their skills. This will lead them to professional status eventually, thus creating a method of upward mobility of this underutilized population.

Other programs funded under compensatory legislation have not had the same impact as those using auxiliary personnel. In programs where non-professionals are employed, they are trained, and become members of school staffs. Other programs have not seen the total involvement of community persons, and all indications would seem to reflect that the education of children has not improved to a demonstrable degree.

C H A P T E R I I
FALSE BASIS OF EDUCATION

1. Results of Compensatory Programs

The 1960s saw the advent of compensatory education for poor children. Since that date, more than ten billion dollars have been expended. Evaluation has shown few reasonable gains of a sustained nature that have resulted from most of these compensatory education programs. Perhaps more efficient evaluations would assist in improving the compensatory programs for poor children. Perhaps new methods, curriculum and teachers are needed to improve the education of the disadvantaged.

Evidence indicates that programs which are repetitious of day school are unrewarding. Increased remediation and tutorial services do not improve learning. More guidance services and contacts with trained counselors have proved mildly effective at best. Utilizing the same teachers who have been unsuccessful in the regular school programs to teach the disadvantaged in special programs, also proved to be ineffective.

Teachers who have been unsuccessful in regular day school teaching, are usually hired for new and special compensatory programs. A new program does not make a teacher successful. The feasibility of utilizing new and specially trained teachers for new programs will have to be

reviewed. Teacher training institutions will have to revise the methods of preparing teachers. Schools of Education must be prepared to accept a different type of student - those from inner-city areas. New and careful thought must be given to curriculum. This applies to the curriculum for teachers, as well as for the student. Teachers must be provided with courses that prepare them for service in central city schools. This calls for a new understanding of minorities and their culture. The course of study for young people must also be revised. This revision must take into account all experiences that children have in rural, suburban and urban life. The major problems of retardation are in the inner-city schools. Courses of study must reflect inner-city life, must involve current problems, must prepare for successful adulthood and careers. Future efforts will have to take these matters into consideration.

The powers responsible for education will have to provide funds that will enable successful programs to be formulated. In the past, politicians have reacted to events rather than act to enhance education. Reacting to the pressures of the 1960s, politicians passed a plethora of bills affecting education. Careful study was not applied before passage of these bills, rather passage was a source of providing funds to the politician's home base. Now

that funds are not as readily available, politicians are requesting evaluations to determine the success of these laws. The instant success desired by politicians for their expenditure of funds cannot be achieved in the field of Education because growth and development take many years. Careful study and consideration must be applied to future programs. These programs must be formulated to meet the needs of our society today. Evans (Office of Education) and Schiller (Office of Economic Opportunity) discuss the pressures they were under while designing and implementing Head Start.

Unfortunately, the political process is not orderly, scheduled, or rational. Crests of public and congressional support for social action programs often swell quickly and with little anticipation. Once legislation is enacted, the pressures on administrators for swift program implementation are intense. In these circumstances--which are the rule rather than the exception--pleas that the program should be implemented carefully, along the lines of a true experiment with random assignment of subjects so that we can confidently evaluate the program's effectiveness, are bound to be ignored.⁶

The evaluations of educational programs to date, have not been definitive. This is especially true of

6. Edmund W. Gordon, "Compensatory Education: Evaluation in Perspective," Information Retrieval Center on the Disadvantaged Bulletin (Teachers' College, Columbia University, December 1970, Vol. VI, No. 5), p. 2.

compensatory education. There is hope for some programs. The one type of program that appears to have some success is that utilizing non-professional personnel.

2. Success Story of Compensatory Education

Compensatory education has not proved successful in rapidly improving the education of disadvantaged children. Disadvantaged children still suffer from retardation, still reside in ghettos, and still have the highest prospect of becoming unemployable persons. A result of this failure has been to create new programs as often as possible. This dictates continuous educational experimentation on disadvantaged children.

The programs that have demonstrated the most success are programs involving paraprofessionals. The objectives of programs utilizing paraprofessionals have some common elements: they reduce child-adult ratio, they increase teaching time for the teacher, allow for more individual attention, and provide a formal link between the school, community and parents.

Several studies indicate that the paraprofessional, in one way or another, provides children with more instructional time in small groups, and more individual attention. In addition, the paraprofessional relieves the teacher of a good portion of her non-teaching chores.

The total expenditure on compensatory education

cannot be deemed worthwhile. The expenditure for paraprofessionals has been valuable and significant.

Evaluations and studies that have been made concerning paraprofessionals have indicated the success of programs utilizing non-professional personnel.

A Study for the Board of Education of the City of New York - Institute for Educational Development states:

Whatever may be wrong with the paraprofessional program in the schools of New York City, none of it could outweigh the overwhelming evidence we have found of its success.⁷

All records indicate that paraprofessionals have a high degree of satisfaction in the jobs they perform in the schools. Evidence does indicate that the longer they are employed, the more significant their job becomes. The ultimate goal in utilizing paraprofessionals, that is usually stated, is that the education of children will be improved. This means that the teacher is released from the performance of non-teaching duties, and more hours are spent in the actual teaching-learning process.

As teachers become more effective, the learning of the children improves accordingly, as indicated in the

7. A Study for the Board of Education of the City of New York. Institute for Educational Development. An In-Depth Study of Paraprofessionals (December 1970), leaf page.

Study mentioned above. Interviewers found that paraprofessionals seem to be having a decidedly beneficial effect on teachers' feeling of accomplishment and pleasure with their work. Almost 80 percent of the teachers working with classroom paraprofessionals feel they are accomplishing more, and that the school as a whole is doing a better job because of them. Almost 80 percent of teachers who have classroom paraprofessionals hold the same opinion.

School principals are well acquainted with teachers' views; almost 80 percent of them recognized that teachers' feelings about the school itself have changed since paraprofessionals came to work.⁸

Evidence would show that the non-professional spends a great deal of instructional time in remediation. This is especially true in schools in disadvantaged areas. The paraprofessionals have very effectively produced shifts in achievement of disadvantaged children in the New York City public schools. Reading scores for the year 1971 indicated that youngsters achieved on grade level, or above, especially in the Early Childhood grades where paraprofessionals were heavily utilized. In Grade 3 and above, this same achievement was not sustained, which would

8. Ibid., p. 85.

indicate once again the effectiveness of utilizing para-professionals in the instructional program in disadvantaged areas.

The sharing of responsibility between the professional and non-professional has led to a division of labor that has proved to be more efficient in teaching children. This has also provided the teacher with a new role as a leader or supervisor of the classroom instructional program, rather than the single, dominant classroom figure that we have previously known.

3. Utilization of Paraprofessionals

In New York City public schools, there are three major categories of paraprofessionals: Administrative, Instructional and Social Service.

Administrative. In 1957 the New York City public schools instituted an Administrative Aide Program, with the title of school aide. This position was to relieve classroom teachers of many non-teaching chores, such as those indicated in the Agreement between the Board of Education of the City of New York, and the United Federation of Teachers.

Except for teachers assigned to supervise school aides, teachers will be relieved of the following chores: yard duty, lunchroom, bus, hall staircase, and all other patrol duties; work on a school-wide basis related to the handling, distribution, storing, and inventorying of books,

supplies and equipment, including audio-visual equipment, the duplicating of teaching materials, the collection of money for purposes such as milk and lunch and for school banking, and assisting in the accessioning of library books.⁹

The Agreement further states that:

Teachers will be relieved of the duty of scoring citywide, standardized achievement tests and of preparing absentee post cards and truant slips.¹⁰

This same Agreement concludes by stating that:

Teachers having home room classes in non-special service schools will not be given yard or bus patrol duties before or after their school day. Other teachers will be given compensatory time equivalent to the amount of time they spend before or after their school day in the performance of yard or bus duties.¹¹

This indicates the specific chores that teachers were relieved of that are also indicated in the Job Description of the School Aide. (See Appendix I).

This school aide position is still utilized extensively in all schools.

-
9. Agreement between The Board of Education of the City of New York and United Federation of Teachers (September 8, 1969 - September 8, 1972), p. 18.
10. Ibid., p. 18.
11. Ibid., p. 18.

Instructional. This group of paraprofessionals is probably the most well-known, most specialized, and greatest in number of any paraprofessionals in any school system. This is significantly true in the City of New York. Approximately two-thirds of all paraprofessionals hired in the school system are in the instructional category.

This paraprofessional program was instituted in 1967, and it was confined to the Strengthened Early Childhood Program in Kindergarten the first year, and Grades 1 and 2 the second year. A paraprofessional was assigned to each Kindergarten class in poverty areas. There was some opposition on the part of principals as to whether they wanted to hire paraprofessionals, or additional teachers for Grades 1 and 2. It is significant that many principals opted to take the instructional paraprofessional.

There is a very important career program for instructional paraprofessionals in New York City. As they become more skilled, and have more work experience, as well as college instruction, their job title changes, and job specifications are changed to include more instructional time with children. (See Appendix II).

In addition to employing paraprofessionals in the instructional program for children, they are included in the instructional program for paraprofessionals. This highly-skilled group are called Auxiliary Trainers. They are usually few in number since their job is specific.

There has been a tremendous growth in this group of paraprofessionals since 1969. They now extend through all Grades - Kindergarten through Grade 9.

In New York City's decentralized system, the number in each district varies. Records indicate that they are, to some degree, in all Grades up to 9. High schools have fewest in number, and they are usually assigned to specified programs, such as, the College Bound Program, which utilizes social service aides extensively. Health aides are also used exclusively in High schools. Instructional aides have not been utilized in High schools up to this time.

The utilization of paraprofessionals in the New York City public school system has proliferated to the point where approximately 15,000 are employed yearly. They have become integral parts of school staffs, they are sought after in greater numbers, and it has been found that no group of employees in the last decade has had an impact on education that paraprofessionals have had. They have allowed a new division of labor in all aspects of school life.

Social service. Social service is indicated by what is termed the family series. This group has been employed in the public school system since the advent of Headstart, or pre-Kindergarten programs as they are called in New York.

The Social Service program was instituted in the Summer of 1965, utilizing titles of Family Worker, Family Assistant, Family Associate and Parent Program Assistant. This group performs functions relating to schools, community and parents. In addition, social service aides include health aides. (See Appendix III).

Social service aides have become an integral part of the school system in relation to attendance, guidance, parent involvement, and working with social service agencies in the community. Education is not confined to the classroom alone. Schools provide other services such as, attendance, guidance, health service and breakfast programs, which are important to the education of children. To assist in these non-instructional services, a career program has been established in this field. (See Appendix IV).

The social service aide has proved a success in allowing children to receive vital services that have helped improve their work in the classroom.

4. Paraprofessional Positions

The utilization of non-professionals has been growing in many cities and States since 1965. Great impetus was given to this growth through the Career Opportunities Program. One merely has to review the list of Career Opportunities Program sites to be cognizant of

this fact. (See Appendix V).

There is a career ladder with several upgrading steps, and in some cases, there are several ladders, thus forming a lattice.

Similar job types of paraprofessionals have been utilized in several cities. Minneapolis is an excellent example of a city that utilizes paraprofessionals successfully. The job functions are very similar to the job specifications previously described for New York, and have specific guidelines for upward mobility. The Minneapolis public school system

... utilizes teacher aides, social work aides, counselor aides and media aides, with three classifications - A I, A II and school assistant title, with six salary steps in each classification.¹²

Teacher aides. These aides perform a series of instructional, as well as non-instructional tasks. All aides must work under the jurisdiction of a teacher.

There is no educational requirement for level I aides. They are not required to perform many instructional tasks until after some training. As they move to the next level, their responsibility increases accordingly. Movement is also dependent upon experience, local training

12. Manual for Aides - Minneapolis Public Schools,
p. 15.

and college training. The supervisor recommends courses of instruction that would be beneficial to the aide, and then suggests increased responsibilities, according to these experiences.

The three teacher aide levels differ in the amount of responsibility and independence of action allowed by the supervisor. The aides are expected to participate in training, either local or college. Movement to each level is predicated on this participation. The college program is especially geared to the two-year college program. The major participating colleges are: Metropolitan State Junior College and the University of Minnesota - Extension Division. Aides are encouraged to participate in one of the training programs. In many instances it is done to meet the specific needs of the schools as identified by the supervisors.

Social work aides. These aides are assigned to the school social worker. They perform functions under the jurisdiction of the school social worker.

Level I aides assist the social worker with problems in social-emotional health areas, matters affecting attendance, school adjustment and school performance. They should be aware of community, social and health agencies, and their relation to the school. In addition, these aides assist in determining what help is needed on an individual basis.

Level II aides perform the same tasks as level I aides, as well as provide more direct assistance to the child's health, social and physical needs. They become more involved with community agencies and their functions. More interest is shown in family matters, and how the community may assist the family. There is greater involvement in improving attendance, including recommendations to the social worker. They attempt to assist children in adjusting to school by working with the child, parents and teacher.

Level III aides, with increased skills and knowledge perform many functions in much more depth. They communicate their observations to agencies, instruct families in following through with problems, actively participate with community groups, and perhaps a major function is the role of promoting close ties between school and community by acting as liaison between parent, child, school personnel and community agencies.

Counselor aides. These work with, and under the direction of the counselor. They become familiar with the counselor's role in the school. They assist in clerical functions of the counselor's office, they may assist the counselor in orientation programs, assist children by providing educational information, assist the counselor in preparation of testing materials, and relate the counselor's role to the community residents.

Level II aides and level III aides perform the same functions. They also become more involved with students. Level II aides may assist students with their programs, or changes in programs, as well as become involved in matters of careers and orientation.

Level III aides may provide small group orientation, assist individual students with special problems, and assist to a much greater degree with the testing program. Their involvement increases with knowledge gained in training programs.

Media aides. These also have increased responsibilities based on training.

Level I aides perform simple functions, with increased responsibility as training continues. The tasks start with clerical and repair chores.

Level II aides help to train students to operate machines.

Level III aides assist in identifying and editing media, as well as processing media.

In all cases of utilizing non-professional personnel in programs having upward mobility, training becomes an important element. The entire program rests on the paraprofessional's interest and desire to improve his skills, and he is encouraged to participate in training programs.

Reading tests are given on a yearly basis in New York City. Records indicate that reading retardation becomes evident in the second and third grade, and the rate of retardation increases with each succeeding grade. Many ninth grade youngsters reading tests indicate as much as five years retardation. The retardation phenomenon seems to indicate that reading skills be emphasized in grades Kindergarten through 2. New York City, recognizing this phenomenon, utilized paraprofessionals to improve the education in the early childhood grades. Reading scores in 1971 indicated that the program had some success because the reading scores of all children in grade 2 were on grade level for the first time. The skills provided to Kindergarten to grade 2 paraprofessionals, through inservice training, has been somewhat instrumental in improving the education of early childhood students. The systematic, sequential inservice program for the Kindergarten to second grade paraprofessionals has become the paragon of paraprofessional preparation in New York City schools. The inservice program provides flexibility and is adaptable to the needs of a knowledgeable trainer. The inservice training is vital to the success of any program. Eaton Conants' report "A Cost - Effectiveness Study of Employment of Non-Professional Teaching Aides in Public Schools," March 1971 partially sustains these concepts.

C H A P T E R I I I

INSERVICE TRAINING OF PARAPROFESSIONALS

1. Need for Training

To utilize paraprofessionals effectively in the schools, they must be trained. Auxiliary personnel are frequently employed under programs that are Federally funded. The object of much of this legislation is to improve the education of children in low-income areas. Education will not be improved unless the new non-professional is trained. The training should include skills, knowledges, human relations and child development.

This inservice aspect of training is vital in the beginning. If it is not provided, the paraprofessional cannot be utilized to the fullest, nor affect the education of the children.

Most educators and parents would agree that the placing of a non-professional in a classroom without some training may prove to be a detriment to the very children they are being hired to assist in their learning. The paraprofessional should be provided with sufficient skills to be immediately functional in the classroom. These skills should be of such a nature that the teacher is assisted, and the children are provided the additional individual attention.

under Title I. They rely on the fact that Title I funds are to be expended for disadvantaged children.

Many local school systems recognized the need for immediate skills, and have instituted training programs. New York City's inservice program includes released time for training. The training is regularly scheduled, and is continuous as long as the paraprofessional is employed. The training described herein was specifically designed to provide auxiliary personnel with a knowledge of child development, some basic skills and techniques for working with children in the classroom. In addition, they are provided with general training usually given to all personnel employed in the New York City public schools.

2. The Training Program

The training design must be sequential, a curriculum and appropriate materials must be developed, and on-going evaluation must be instituted. The major goals of training of the classroom team of paraprofessional and professional are:

To utilize the day-to-day classroom experiences as the basis for increasing skills and developing seminar topics.

To stimulate and encourage the development of new roles and new modes of interaction.

The classroom teacher develops a new role as a supervisor of another adult in the classroom. The paraprofessional, who has a totally new role, becomes an

instructor for children. This also provides an opportunity for the paraprofessional and the teacher to learn from each other. The paraprofessional becomes a part of the regular school staff and is supervised by the regular school administrative and supervisory staffs. This provides another level of interaction within the school staff.

The successful training program, therefore, should result in greater pupil achievement; positive pupil self-image; better school-community relations; improved teacher morale and the reduction in the number of teachers leaving the system; and an awakened interest in teaching by members of minority groups who have traditionally been excluded from such opportunities because of educational deprivation.

Training will include:

Initial orientation. An initial service training period of two weeks duration is suggested for new paraprofessionals. The daily schedule should be divided into two sessions - one-half day of group training and one-half day of guided observation and limited classroom participation.

The auxiliaries thus become familiar with the school system and receive specific training in selected classroom tasks. During this period, essential background data on each paraprofessional is gathered.

Inservice training. Regularly scheduled sessions (the minimum equivalent of one day per month) during the school day should be provided for new and incumbent paraprofessionals consisting of:

- a. Generic training. This includes the theoretical principles derived from the auxiliary's role in the classroom (e.g., psychology and child development).
- b. Skills training. This training stresses acquiring skills related to specific classroom tasks the auxiliary will perform.
- c. Human relations training. This training - team or group - focuses on role perception, expectations, and interaction with others.

Participation of professionals. Professional personnel (supervisors and classroom teachers) should receive basic orientation regarding the New Careers Movement in Education.

The heart of the program, however, for the successful utilization of paraprofessionals depends upon ongoing team training involving both the classroom teacher and the auxiliary.

3. Methodology

Staff trainers. The most effective trainers of auxiliaries and the teachers with whom they work, should have:

Familiarity with tasks the paraprofessional will be expected to perform;

background in Early Childhood education;
skills in group techniques;
information about the New Careers Movement;
knowledge of, and rapport with, the members
of the community to be served.

Techniques. Current studies indicate that paraprofessionals in the human services should be trained principally in small groups of 12 to 15.

While a variety of techniques may be utilized, an activity-centered approach which stresses the "learn by doing" principle is strongly urged. Whenever possible, both theory and application should be included in each session.

The techniques below are suggested as especially relevant to the training of auxiliary personnel. The trainer, however, as an experienced teacher, should supplement these methods with those in her own repertoire.

1. Demonstrations.
2. Workshops.
3. Role Playing

A few paraprofessionals act out their own and others' roles in a given setting. The behavior elicited becomes the basis for discovering the feelings of others, developing alternative responses, and evaluating reactions.

4. Job Simulation

Selected paraprofessionals are required to play a part that is limited to a

typical classroom task. Other participants are asked to evaluate the effectiveness of the performance. Self-confidence and job competency are developed by providing a secure setting for experimenting with new patterns for behavior.

5. Seminars.

6. Multi-Media

Utilization of a wide variety of audio-visual materials emphasizing a multi-sensory approach to learning.

4. Scope and Sequence

Orientation. To assure the paraprofessional's rapid adjustment to the school and classroom, the training during this period should include the following minimal essentials:

- a. Overview of the New Careers Movement.
- b. Orientation to the School System.
 - 1) Organizational patterns
 - 2) Professional staff, etc.
- c. Personnel Matters.
 - 1) Benefits
 - 2) Other business
- d. Elementary School Program.
 - 1) Physical plant
 - 2) Routines, etc.

Samples of session breakdown. Week One.

- Session I. Welcome and introductions (training team and para-professionals).
Administrative details (schedules, forms, etc.)
Description of the Educational Career Program.
Orientation to school set-up
Manuscript writing - demonstration and participation.
- Session II. Questions and reactions to first day in the classroom.
Guidelines for classroom observation.
Orientation to classroom organization - a typical day in the Kindergarten (goals, routines, equipment and physical set-up).
Demonstration and use of various materials (puzzles, games, blocks, etc.)
- Session III. Questions and reactions.
Role of paraprofessionals - expectations of auxiliaries.
Training needs as seen by the auxiliary.
A multi-media approach to learning in the Kindergarten.
Audio-Visual Workshop - demonstration and practice (phonograph, slide and film-strip projector).
- Session IV. Questions and reactions.
Child development - characteristics of the five-year old (brief overview of 4 & 6 year old level).
How young children learn (play - exploration, experimentation and manipulation).
Audio-Visual Workshop - demonstration and practice (tape recorder, connecting box and earphones).

Session V.

Questions and reactions.

Team approach - inter-personal relations in the classroom (responsibilities, relationships and attitudes):

- a) Role of the classroom teacher in the Kindergarten.
 - b) Role of the paraprofessionals.
- Manuscript writing - practice and role in Kindergarten.

Week Two.

Session VI.

Feedback from first week of classroom observation and participation - techniques of problem solving, communication, etc.

Intellectual growth and language development:

- a) Listening and speaking skills.
 - b) Reading readiness activities.
- Demonstration and workshop participation - lotto, games, finger plays.

Session VII.

Language Arts:

- a) Integration of curriculum areas.
 - b) Provisions within daily program.
 - c) Activities and materials - puppets, books, etc.
- Demonstration and practice - storytelling.

Session VIII.

Guidance and discipline in child development.

Independent work-play period (rationale, techniques and demonstration of supplies).

Art workshop - use of materials (e.g. paint, clay, collage, etc.)

Session IX. Mathematics and Science -
readiness, learnings, methods
and supplies.
Demonstration and workshop -
use of materials (block, water,
realia, etc.)

Session X. Review and Summary of training
highlights.
Practice in storytelling.
Evaluation of initial training
period.
Suggestions for inservice
content.

5. Inservice Period

This material has been developed from suggestions by paraprofessionals, Teachers and Supervisors. It is suggestive rather than prescriptive. Trainers must be flexible enough to respond to the suggestions of the participants.

Emphasis on counseling and guidance is implicit throughout the training of all auxiliary personnel.

Curriculum outline.

- a. Understandings (Generic)
 - 1) Philosophy and Goals of Education
 - 2) Child Development
 - 3) Learning/Teaching Theories
 - 4) Sociological Factors
- b. Early Childhood Curriculum
- c. Skills
 - 1) Clerical
 - 2) Monitorial
 - 3) Basic
- d. Human Relations.

Session breakdown - first year. The following is a suggested model for the inservice training of paraprofessionals assigned to Kindergarten, first and second Grades. It is recommended that the on-job or school time training of paraprofessionals be held one-half day during alternate weeks.

Session I. Early Childhood Structure (K-2)
 Orientation to Classroom Organization
 ... areas of interest, room arrangement and equipment
 Distribution and Discussion of Guidelines for Classroom Observation
 Demonstration and Workshop
 ... selection and preparation of illustrations
 ... picture files, picture dictionaries and bulletin boards.

Session II. Child Development
 Characteristics of the Young Child (4 to 6 year old)
 Early Childhood Programs
 ... objectives, classroom routines
 Demonstration and Practice
 ... manuscript writing.

Session III. Child Development
 How Young Children Learn
 ... Play: exploration, experimentation, manipulation
 Activities and Materials
 ... house play, block corner, etc.
 Demonstration and Workshop
 ... puzzles, table games, realia, etc.

Session IV. Intellectual Growth and Language Development
 Readiness for Learning
 ... motor and sensory development
 ... experiential background

... concept development
 Listening and Speaking Skills
 ... methods, materials,
 activities
 Demonstration and Workshop
 ... finger plays, felt or
 flannel board, storytelling.

Session V.

Language Arts

Reading Readiness

... auditory and visual
 discrimination
 ... comprehension skills
 ... getting and expressing ideas
 ... literary appreciation
 Methods, Materials, Activities
 Demonstration and Workshop
 ... manuscript writing,
 lotto, miscellaneous games.

Session VI.

Language Arts

Beginning Reading

... approaches
 ... materials
 ... activities
 Demonstration and Workshop
 ... Basal Readers, experience
 charts.

Session VII.

Language Arts

Integration

... speech and writing
 activities
 ... other curriculum areas
 Teaching English as a Second
 Language
 ... methods, materials,
 activities
 Demonstration and Workshop
 ... storytelling, puppets, etc.

Session VIII.

Guidance and Discipline

Principles and Practices

... methods, materials,
 activities
 The Role of the Paraprofessional
 ... teacher support
 ... relationships with parents,
 etc.
 Demonstration and Participation
 ... role playing and other
 techniques.

- Session IX. A Multi-Media Approach to Learning
 Learning Theories
 Integration of Curriculum Areas
 ... emphasis on language arts
 Methods, Materials, Activities
 ... physical arrangement
 ... programmatic provisions
 Demonstration and Workshop
 ... film and slide projector,
 tape recorder
 ... connecting box and ear-
 phones.
- Session X. Math
 Topics Covered
 ... knowledges, concepts,
 skills, understandings
 Techniques, Materials,
 Activities
 Demonstration and Workshop
 ... toys, realia, environmental
 objects.
- Session XI. Science
 Topics Covered
 ... Knowledge, skills,
 understandings
 Methods, Materials, Activities
 Demonstration and Workshop
 ... blocks, water, realia, etc.
- Session XII. Music
 Objectives
 ... learnings and materials
 ... expression and appreciation
 Demonstration and Workshop
 ... instruments, rhythms, songs.

Session breakdown - second year

- Session I. Child Development
 Recognizing the basic emotional
 needs
 Which classroom organization and
 experiences and practices help
 fulfill these needs
 Roles of the Teacher and
 Paraprofessional.

Session II.

Language Arts

Literature in the classroom
 What means do we use to help
 children express themselves -
 re-telling a story,
 dramatization, puppetry,
 making a movie, transparencies,
 comic book, diorama, find
 related stories, etc.
 Skill for Kindergarten
 ... developing a set of
 pictures for sequence game
 Skill for Grade 1
 ... make a comic book version
 of story
 Skill for Grade 2
 ... write a new ending to a
 story.

Session III.

Language Arts

Teaching Reading skills;
 getting main idea
 Finding and recalling detail
 Drawing an inference
 Preparation for a reading lesson
 Skill for Kindergarten
 ... make a "what is missing
 game".
 Skill for Grades 1 and 2
 ... choral speaking.

Session IV.

Language Arts

Teaching English as a second
 language
 Use of concrete materials;
 other culture materials
 Meaningful repetition through
 songs and poems
 Audio-visual materials, etc.
 Skill in Kindergarten
 ... use of telephone
 Skill in Grade 1 and Grade 2
 ... make a fruit salad.

Session V.

Directed Physical Activities

Objectives for play activity
 Free play
 Rules for safety. Equipment
 Responsibility of Teacher and
 Paraprofessional
 Skills
 Games to develop eye-hand
 coordination.

Session VI.

Mathematics

Review of basic principles and objectives

Understanding readiness of children for more complicated steps in learning

Activities in the classroom that foster learning

Skills

Number-readiness game exchange in Kindergarten session (teach to group)

Use of a play store in Grade 1

In Grade 2 - real situation of making and selling cookies to gain funds for special project.

Session VII.

Mathematics

The place of drill in a math program

Devices for drill. Materials in use. New materials

Skills - Drill games

Session VIII.

Music Workshop

Integrating music with other curriculum areas, e.g., counting songs, songs and rhythms of ethnic groups in community

Role of paraprofessionals with special talents

Demonstration and participation.

Session IX.

Art Workshop

Emphasis on crafts activities: puppets, stitcher, masks

toys, mobiles, paper work with flowers, etc.

Demonstration and participation.

Session X.

Child Development

Communicating with parents the special needs of children

Communicating with the teacher regarding cultural differences which influence child's

nutrition, dress, behavior

Role playing meetings with parents.

Session XI. Science Workshop
 Review of science curricular areas in Kindergarten, Grade 1 and Grade 2, as outlined in manuals
 Demonstration and participation with materials
 Relationship to other curriculum areas
 Process of recording in Kindergarten, Grade 1 and Grade 2; findings, vocabulary, etc.

Session breakdown - third year.

- Session I. Child Development
 Review basic needs, nature of the child 5 - 8
 Introduce new findings on how children learn
 Assign task of observing one specific child's actions and reactions during a given time.
- Session II. Child Development
 Observing and recording behavior - purpose, what to record, confidentiality (samples of records).
- Session III. Child Development
 Anticipating problems
 Considering children, physical environment, the program, adult attitudes.
- Session IV. Child Development
 When trouble comes - dealing with specific difficulties: stealing, fighting, withdrawal.
- Session V. Reading
 Preparing for a reading lesson
 Physical environment, materials, motivation, vocabulary development
 Place of reading in the Kindergarten
 Experiences that develop silent reading skills in Grades 1 and 2.

- Session VI. Reading
 Uses of reading workbooks,
 rexograph sheets
 Reinforcement for individual
 and group
 Resource for creative activity
 Purposeful independent activity
 Following directions
 Use in the Kindergarten?
 Examination of readiness
 workbooks, examination of
 workbooks in Grades 1 and 2.
- Session VII. Phonics
 Learning how to attack words
 Place in reading and spelling
 program
 Games and activities in
 Kindergarten, Grades 1 and 2.
- Session VIII. English as a Second Language
 Philosophy, planning for
 language growth
 Demonstration of Materials
 Learning simple requests
 Sentence, structure differences
 Some techniques for speech
 improvement.

6. The Team Approach

The development of a team approach in Education requires cooperation, sensitivity, leadership, flexibility and commitment. It may be described as concentric circles of teams within teams - the classroom team, the total school team, and the home-school team - with the child at the core.

The fulfillment of each child's potential depends upon the effective functioning of the classroom team (professional and paraprofessional) mobilized to a common goal.

Within the structure of the school, the varied resources and talents of the total school staff (administrative, pedagogical, etc.) must be meshed to serve the special needs of children from disadvantaged communities.

The successful educational process cannot be directed by the school alone. The goals of socially and personally relevant education can only be achieved by an active home-school partnership.

Team training. Through flexible scheduling, teachers and auxiliaries should be trained jointly for a minimum of one 50-minute period per week. (See Appendix VI).

Joint training of the classroom teacher and paraprofessional is an essential ingredient in the team approach to the learning-teaching process. (In fact, Federal guidelines for funding mandate it!) The successful classroom team operation depends upon the ability of the teacher and auxiliary to learn new roles and develop new styles of interaction. A variety of experiences may be necessary to stimulate and encourage such growth. Appropriate activities might include:

- Weekly one-to-one conferences (classroom teacher and paraprofessional).

- Monthly meetings of small groups of teachers and paraprofessionals.

- Alternate week separate meetings for groups of teachers and groups of paraprofessionals.

Areas of concern. Team members must learn new skills, attitudes and understanding. The following topics are suggested for exploration and development:

1. Role Concepts:
The teacher's changing role.
The paraprofessional's developing role.
2. Overlapping Duties and Responsibilities.
3. Individual Needs and Differences -
talents, interests, contributions, etc.
4. Cooperative or Team Planning:
Daily and long range (class trips,
cooking, etc.)
Development of materials.
Role of the paraprofessional in
lesson development.
Parent relations - contacts,
activities, etc.
5. Analysis of the Teaching Process/Functions.
6. Cooperative Evaluation of Team Efforts:
Goals for children.
Goals for adults.

In addition to inservice training, non-professionals should be provided other opportunities. These opportunities may include career training and experiential credits toward another level on the career ladder. Some career programs seem to be indicated for non-professionals. The decision to partake in one of another program is an individual decision.

CHAPTER III above: Gladstone Atwell, et al.,
Manual for Utilization of Auxiliary Personnel,
Board of Education of the City of New York, (1970).

CHAPTER IV

CAREER DEVELOPMENT FOR PARAPROFESSIONALS

1. Need for Career Development

School systems through the country employ over 100,000 non-professional employees. Training is mandatory if neighborhood personnel are to be utilized in the educative process. The on-job training described in CHAPTER III provides the aide with skills that are immediately useful in the discharge of assigned duties in the school. Career training provides aides who desire upward mobility, the opportunity to advance in a career program with varying salary and role steps that will eventually lead to certification as a fully qualified professional. The career program should be optional. An aide may choose not to participate, but should continue to receive inservice training. The paraprofessional's employment will continue at the appropriate step on the career lattice.

I. For Any Occupational Track For Instruction Only

Step 1	Trainee	Trainee	Trainee
Step 2	Aide	Aide I	Basic Aide
Step 3	Assistant	Aide II	Aide
Step 4	Associate	Aide III	Basic Intern
Step 5	Intern	Student Teacher	Intern

Step 6	Certified Professional	Teacher	Basic Teacher
Step 7	Resource Specialist	Team Leader	Teacher Leader
Step 8	Program Director	Master Teacher	Master Leader

The usual educational requirements for the step-by-step progression are:

Step 1	None
Step 2	Pre-service training on probationary basis
Step 3	High school diploma or equivalent
Step 4	A.A. degree or equivalent
Step 5	Two years of training and enrollment in program leading to certification ¹³

A career lattice is a series of career ladders leading to certification in several educational fields. Easy transfer from one ladder or track to another is highly recommended. This individualizes job selection, and enables the paraprofessional to select the position and/or field of greatest interest. The individual selects the field where his abilities are most needed, and where he is most comfortable in performing his duties.

II. Projected Career Lattice

	Social Services Guidance	Special Subjects	Library	Business Subjects
Instructional Teacher	Counselor	Teacher	Librarian	Teacher
Assistant Teacher 90 college credits; 1 year Associate	Assistant Counselor	Assistant Teacher	Assistant Librarian	Assistant Teacher
Educational Associate 60 college credits; 1 year experience; 1 year training	Family Associate	Educational Associate	Library Associate	School Secretary

13. Garda Bowman, unpublished report, Career Opportunities Program Denver Conference, (1968).

Instructional	Social Services Guidance	Special Subjects	Library	Business Subjects
Educational Assistant High School Diploma	Family Assistant	Educational Assistant	Librarian Assistant	Secretary Assistant
Teacher Aide No educational requirement; Ability to read and write English	Family Worker	Teacher Aide	Librarian Aide	Secretary Aide

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In order to maintain the employment of neighborhood personnel, and to ensure them of upgrading within the career lattice concept, a means had to be obtained to provide sufficient credits per semester that would enable the degree to be achieved in the foreseeable future.

2. Released Time

A means of providing sufficient credits is to allow released time - paid time to travel to or participate in college courses. This released time policy permits the paraprofessional to register for earlier classes, as well as for more credits per semester. Released time should benefit the paraprofessional while providing maximum

14. Gladstone Atwell, et al, Manual for Utilization of Auxiliary Personnel, Board of Education of the City of New York, (1970), p. 92, 93.

service to the children. This may take various forms.

Design #1. The paraprofessional would work three days a week, a total of eighteen hours, and attend courses two days a week. This would give approximately twelve hours of released time for Education. However, classes in the schools would not be covered by paraprofessionals on days they attend college. A portion of these credits would be for on-job training.

Design #2. The paraprofessional would be employed two full days for twelve hours, and three half-days for four and one-half hours per day, for a total of twenty-five and one-half hours of employment. In this way, the paraprofessional may take as many as eleven credits per semester. A portion of these credits would be for on-job training. The courses taken by paraprofessionals should directly reflect their on the job experiences. The work-study should be reflected and recognizable in the day to day job functions.

3. Funding for Training

The career concept recommends that all participating agencies contribute to the success of the program: the governmental agencies, by providing funds for schooling, the employer, by paying for some of the time utilized for college courses, and the employee, by contributing some of his own time to his schooling. Participants in a career

program would then have a vital interest in its success. This may prove to be the keystone to a realistic and viable career program that will tap a still very much underutilized resource of people in this nation. Federal, State and City Governments have contributed to non-professional career programs in Education. Programs currently in operation in New York City provide evidence to support government involvement.

Federal funding - Public Service Careers Program.

This program was funded under the Economic Opportunities Act as amended in 1967, which provides funds to achieve the following: assist in developing entry level employment opportunities; provide maximum prospects for advancement and continued employment; combine with necessary educational training, counseling, and other supportive services as may be needed.

Goals. To provide 20 hours of work experience in selected Elementary and Junior High schools for 240 trainees recruited through Neighborhood Manpower Centers of Community Progress Corporations.

To provide a position as paraprofessional at the end of ten months of work experience and skills training for each trainee, provided the trainee has successfully completed courses leading to the High School Equivalency Diploma.

To motivate the trainees to become interested in teaching as a career.

To provide a source of additional aid for teachers by utilizing personnel recruited from the schools' neighborhoods.

Structure. Trainees are assigned to selected Elementary and Junior High Schools. They assist teachers in monitorial and clerical tasks four hours per day in the areas of assignment which include Industrial Arts - Grades 3, 4, 5 and Library. The trainees receive 15 hours of skills training administered by the staff of City University off-campus sites located in public schools in districts selected. A major purpose of the skills training is to provide training which will lead to the High School Equivalency. The trainee will receive a stipend paid by the Manpower and Career Development Agency for a 35-hour week (20 hours on-job work experience and 15 hours of skills education).

Teacher Corps Program. This program is funded under the Higher Education Act of 1965, as amended in 1967. Title V, Part B, which includes training opportunities for personnel serving in programs other than higher education, and includes teaching non-professional educational personnel. 90% of the funds are provided by the Federal Government; 10% of the funds are provided by the local Government.

Goals. To strengthen the educational opportunities to children in low-income areas.

To encourage colleges and universities to broaden their program of teacher preparation.

To draw local schools, universities and communities together in a cooperative effort to plan and operate teacher training programs.

To train teachers who will continue in the disadvantaged schools where they have served.

Structure. Teacher corpsmen receive \$75.00 per week, plus some benefits and payment of tuition. They are assigned in groups of four to six to a "master teacher" in Intermediate and Junior High schools in disadvantaged areas. The program includes part-time work in the schools, part at the college, and involvement in community work. Pre-service training is provided by the college; inservice supervision is by master teachers and specially assigned college supervisors.

Auxiliary Career Unit Program. This program was funded under Title I, Elementary and Secondary Education Act (E.S.E.A.) to provide aid to educationally deprived children. This Act was amended to include the use of non-professionals, which would help alleviate the shortage of trained personnel in the schools.

Goals. To improve the teaching-learning climate by the utilization of additional personnel.

To facilitate and build upon school-community relations by involving the school's residents in the educative process.

To provide training for professionals and paraprofessionals, separately and together, to effect a team instructional approach.

To provide meaningful employment with opportunities for advancement and higher education through New Careers approaches

involving the Board of Education, City University, and residents of low-income neighborhoods.

Structure. The program is designed to meet the special educational needs of disadvantaged minority children through the introduction of indigenous paraprofessionals in selected classrooms of eligible Title I schools. Local Community Action Agencies recruit, screen and refer low-income residents to the principals of neighborhood schools in designated poverty areas. The principals hire and assign the selected paraprofessionals to specific classes.

Orientation is provided for the paraprofessional, classroom teacher, and school supervisory personnel. The paraprofessional receives systematic inservice training on a released time basis, equivalent to one day per month. The paraprofessional and classroom teacher participate in on-going team training. The recruitment, selection, utilization and training of the paraprofessional is implemented on the local level through the establishment of a district-based training team consisting of a Trainer-Coördinator (licensed teacher), and an Auxiliary Trainer (experienced paraprofessional).

The Recruitment of Bilingual Teachers Program.

Goals. To recruit Spanish-speaking teachers for the New York City public schools.

To provide college opportunities which will enable Spanish-speaking

persons to achieve a degree and certification as a licensed teacher.

Structure. Bilingual persons are recruited who have either an Associate of Arts Degree or a Bachelor of Arts Degree. A paraprofessional position is provided for them, if needed. They attend college, and are provided with counseling. Many of them are prepared to become bilingual teachers.

The Career Opportunities Program. This program is funded by the Federal Government under the Education Professions Development Act.

Goals. To improve the education of low-income children.

To attract low-income people, especially Vietnam era veterans, to new careers in schools serving low-income people.

To find better ways of utilizing school staffs through developing career lattices of positions.

To encourage greater participation of parents and the community in Education.

To find better ways of training personnel for schools through a work-study approach.

To increase cooperative relationships between related programs and institutions.

Structure. The project is currently providing training for approximately 500 persons in seven colleges and universities. The participants will earn between 25 and 30 credits each year, toward a Bachelor of Arts Degree in the field of Education. Cooperating institutions are:

Bronx Community College; College of Mount St. Vincent; Fordham University (Bronx); Fordham University (Lincoln Center, Manhattan); Lehman College; Marymount Manhattan College; and the University of Massachusetts.

The Career Opportunities Program is confined to the three Model Cities communities: Central Brooklyn Model Cities community; Harlem-East Harlem Model Cities community and South Bronx Model Cities community. Participants in the college program must live and/or work in public schools in the Model Cities communities. Each community has a Career Opportunities Program Council whose members are advisors to the Director of the program. These Councils screen the applications of prospective participants.

State funding - Veterans Program.

Goals. To recruit and train Vietnam era veterans to serve in the New York City schools.

To recruit Vietnam era veterans to attend a Co-op college program.

Structure. The veterans are employed in the New York City school system. This provides the work experience for the program. The veterans are provided with college opportunities, either utilizing the G.I. Bill or on a scholarship basis.

City funding - Apprentice Teacher Program.

Goals. To provide an additional instructional aid for disadvantaged pupils.

To improve the quality of education in schools to which apprentice teachers are assigned.

To develop a superior program of teacher training for service in disadvantaged schools because of improved teacher training methods.

To recruit teachers for service in special service schools.

Structure. Selection of the apprentice teachers is the responsibility of the college. They serve in special service Elementary schools in Grades K-6. The apprentice works a minimum of 20 hours a week to a maximum of 25 hours a week in the classroom. This assignment, plus a smaller work load at the college (primarily a seminar related to the problems of teaching the disadvantaged) is the major activity of the apprentice teacher.

This definite commitment on the part of all government levels to help improve education by utilizing and training non-professional personnel, has altered school staffs, and provided much needed assistance to children in inner-city schools, thus enabling an under-employed and valuable segment of the population to secure a career in Education.

4. College Career Programs

Colleges involved in the training of non-professional school personnel have, in many cases, adjusted curriculum to meet the needs of these new students. The

average student is a mature adult, female, and has a family. Some students have had previous college training, the majority have not been to school for many years. They have had many and varied experiences that are useful on the job, and in college. In some instances, colleges have granted credit for these experiences, and have agreed to grant credit for the on-job work experience. The greatest impact on college curricula for paraprofessionals has been the Career Opportunities Program. This program is funded under the Higher Education Act - 1965, as amended, Title V, Part D.

The Career Opportunities Program Guidelines

strenuously suggest change:

1. A career lattice plan should be instituted for each program specifying entry level positions, and other positions leading to a Bachelor of Arts Degree or certification status.
2. There should be delineation of assignments to indicate the varying positions in the career lattice.
3. There should be intensive orientation training for program participants, if this training has not already been provided. The responsibility for the orientation training would be the Local Education Agency.
4. College level courses should be provided to participants who qualify for them. These college courses could be used as a means of advancing to the next step in the career lattice.
5. The Local Education Agency, as well as the college, should become involved in the academic course work of participants.

6. Courses should be provided locally, or on-site in the schools where the participants are employed.
7. Released time should be recommended for participants. This would enable them to take the 30 credits required during the calendar year.

The major concern is that the Local Education Agency select colleges which will accept the participants, and provide all courses for academic credit that will lead to a regular university degree. Colleges in New York City that are involved in the Career Opportunities Program have designed programs to meet the needs of the students. Several colleges have made revisions in method and curricula that indicate compliance with the program requirements.

The College of Mount St. Vincent. Some classes are provided on-campus, some in the community, and credit is granted for work experience as paraprofessionals in the schools. This college suggested the following curriculum for Career Opportunities Program participants.

Total Program

Core Program - General Culture	28 or 29
Education Sequence	44 (32 + 12 credits in Observation, Practice and Conference on work)
Spanish Sequence	18
Major	<u>30</u> 120 or 121 credits

Core Program - General Culture

English	9	Speech Modern Prose Technique Advanced Writing (taken near end of course)
Mathematics	6	Fundamental Concepts of Mathematics
Science	8	General Science - Fundamental Concepts
Fine Arts	2 or 3	Survey of Music (2) or Art (3)
History	3	Survey of Modern Western Civiliza- tion (History majors will sub- stitute here Latin American Civilization)

28 or 29 Credits

Education Sequence

Educational Psychology	3
Child Psychology	3
Introduction to Education (Foundation)	3
Adolescent Psychology	3
Methods in Nursery Education	3
Methods in Elementary Science and Health	2
Methods in Language Arts (English and Reading)	4
Methods in Mathematics	2) credits may
Methods in Social Studies	1) vary here
Special Methods in Major Psychology of Adjustment and Mental Hygiene <u>or</u>	3
Developmental Psychology	3
Tests and Measurements	3
+ 12 credits in Observation and Practice Teaching (includes conference, planning, etc.)	

Spanish Sequence
Non-Spanish Speaking

Elementary Spanish	6
Intermediate Spanish	6
Spanish Culture	3
Spanish Composition	3

Spanish Speaking

Literature and Grammar	6
Spanish Civilization	3
Spanish Composition	3
Spanish-American Literature	6 ¹⁵

Bronx Community College of the City University.

This college formulated a curriculum for the Associate of Arts Degree in Education. The graduate of this program is admitted to one of the senior colleges in the City University's system.

Curriculum Pattern for Education Associate
(The first two years of the Early Childhood
or Elementary Education sequence)
66 Credits required for the A.A.S. Degree

Core Requirements

ENG 13 Fundamental Composition	3
ENG 14 Composition & Prose	3

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15. Program Design as submitted to the Career Opportunities Program Director, City of New York, by the College of Mount St. Vincent, 1970.

The University of Massachusetts. This University provides New York City Career Opportunities Program participants with a completely community-based college program. Classes are being held in one of the centrally located community public schools. The curriculum is designed specifically for the Career Opportunities Program.

Curriculum - Summer Program 1970. The summer program provided eight one-week units of instruction for ten credits. The courses were provided on-site. The first three weeks covered an introduction to urban Education, discussing the problems and challenges of Education in the inner-city. The fourth segment was an introduction to the use of media, with on-site instruction and equipment provided. The fifth through seventh segments provided an introduction to general elementary teaching methods, including reading and language arts, science, and general methods such as strength training and micro-teaching. The eighth segment was a Marathon week involving students and faculty in a presentation of techniques and issues in today's urban Education. Students also participated in independent study, prepared for the Marathon presentation for one credit, and took part in afternoon seminars which provided one credit for performance-based, short-term practical experiences.

During the remaining of the school year, 1970-1971,

students concentrated on courses designed to meet the Education requirements for Massachusetts and New York State certification. A student's schedule included two formal on-site courses for 6 credits, plus 2 credits for practicum experiences (discussed in seminar form) and 2 credits for internship work in the schools. The emphasis on Education courses in the early part of the program was designed to provide motivation to continue in the program, by having a direct link between classroom teaching experiences and academic requirements.

In the third and fourth year of the program, Liberal Arts requirements will be emphasized. The program is designed to graduate paraprofessionals within four years, and earlier, if previous college training has been completed. The following is the course content completed by the Brooklyn Career Opportunities Program participants to date:

Summer Session 1970

Courses -	1.	Introduction to Urban Education	3
	2.	Special Problems in Education	3
	3.	Performance Criteria	1
	4.	Modular Credit Marathon	$\frac{2}{9}$

Fall Session 1970

Courses -	1.	Foundations of Education	3
	2.	Rhetoric 1 (Education)	3
		(Advanced group - Masterpieces of Western Litera- ture - 1)	
	3.	Education Practicum	$\frac{4}{10}$

Spring Session 1971

Courses -	1.	Education Practicum	4
	2.	Rhetoric 2 (English)	3
		(Advanced group - Masterpieces of Western Litera- ture - 2)	
	3.	Teaching about the Non-Western World	1
	4.	Physical Geology	$\frac{3}{11}$

Electives - Some of the students, because of their advanced achievement, were permitted to take either one of the following courses:

1.	Computer Science	1
2.	Business Education	117

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17. Program Design as submitted to the Career Opportunities Program Director, City of New York, by the University of Massachusetts, 1970.

Marymount Manhattan College. This college completely integrated the Career Opportunities Program students into the college student body. Each student is well counselled and is allowed to select his own major area of study. This enables Marymount Manhattan College to provide a program tailored to the individual student's needs and abilities. Sample programs at Marymount Manhattan College are:

Foundations of Ed.
 Oral Interp.
 English Comp.
 Devel. Reading

Foundations of Ed.
 History of Africa
 Psychology of Read.
 Creative Arts

Foundations of Ed.
 Intro. to Theatre
 Creative Dram.
 Devel. Reading

Foundations of Ed.
 History of Africa
 Psych. of Read.
 Creative Arts¹⁸

Fordham University and Lehman College of the City University. These colleges also participate in the Career Opportunities Program. Each college provides some variation of the work-study specialized curriculum for participants.

18. Program Design as submitted to the Career Opportunities Program Director, City of New York, by Marymount Manhattan College, 1970.

The natural result of all the activities and training created by, and for paraprofessionals, has led to greater change in all aspects of Education. Agencies, communities and individuals have become greatly involved in improving Education on all levels.

CHAPTER V

ASSISTANCE IN DEVELOPING TRAINING PROGRAMS

1. Advisory Bodies
 - a) The Auxiliary Educational Career Unit

The establishment and institutionalization of a program that includes the employment of a new class of personnel requires much thought. The current concept of establishing educational programs in schools requires that community people have a voice in all phases of the program. In keeping with this concept, and prior to the total establishment of career programs for paraprofessionals in New York City schools, an Advisory Committee was established. This Advisory Committee not only included members of the immediate community, but also members of the larger community.

This larger community became the entire City of New York, and in particular, persons interested in Education. Important organizations that had to be included in the Advisory Committee were labor Unions. The Unions were interested in becoming the bargaining agents for non-professional personnel. Colleges in the City of New York who had experience in the training of, or in establishing guidelines for the training of paraprofessionals were also vital members of this Committee.

In 1967 when the first career and inservice program for paraprofessionals began in the City of New York, the

then Superintendent of Schools, Dr. Bernard Donovan, decided to establish an Advisory Committee to this major innovative program. The following groups of persons were invited to become members of this Advisory Committee.

Community

Mrs. Louise Bolling, President
Local School Board, District 16

Mrs. Helen D. Henkin, Vice President
United Parents' Association

Mr. Edward Greenridge, Chairman
New York City Council Against Poverty

Mr. Constantine Sedares, Assistant Commissioner
Human Resources Administration - Manpower
and Career Development Agency

Mrs. Roberta Spohn, Assistant Director Model
Cities, Human Resources Administration

Miss Alice Brophy, Assistant Administrator
Human Resources Administration

Educator

Dr. Garda Bowman, Director
Bank Street College of Education

Unions

Mr. Wesley Johnson, Division Director
American Federation of State, County &
Municipal Employees ALF-CIO

Dr. Jules Kolodny, Assistant to the President
United Federation of Teachers

Mr. Joseph Brennan, President
Council of Supervisory Organizations

New Careerists

Dr. Sumner Rosen, Director of Research
New Careers Training Laboratories, New York
University

Mrs. Audrey Cohen
Women's Talent Corps

College
Mr. Eric Ward, Coordinator
City University of New York

The original Advisory Committee was a cross-section of the entire community at large. It included the Human Resources Administration, which funded the original college training program for paraprofessionals in New York City. City University of New York provided college training for the paraprofessionals and was also a member of the Advisory Committee. Many fundamental concepts of the career program in New York City were formulated as a result of the deliberations of this Committee.

One of the major innovations that evolved was a new college curriculum for these career paraprofessionals. The Advisory Committee was instrumental in having the City University devise a teacher education program for paraprofessionals at the community college level. The community colleges and the senior colleges involved in the City University of New York's system had to articulate a Bachelor of Arts Degree program that included Education courses taken during the first two years of attendance at a community college. Twelve Education credits accumulated at the community college level are now transferable to the senior college.

Today we find that seven out of the nine community colleges have established teacher education programs

leading to an Associate of Arts Degree in Education. The eight senior colleges have agreed to accept the Education credits from the community colleges, thus establishing a career program leading to a Bachelor of Arts Degree in Education. Since the inception of the program, Medgar Evers College has been established. This is the only college in the University's system that provides both the Associate of Arts Degree and the Bachelor of Arts Degree. Some paraprofessionals may elect to attend this college rather than a community college and then a senior college.

In addition, the City University agreed to establish counseling and tutorial services for each of the new students. Many paraprofessionals were mature women, with an average age of 35 with two children of their own. The majority of them had been out of school for as many as ten years. It was requested that each college provide counseling and tutorial services that would ensure the maximum retention of paraprofessionals in the career program at the City University. Many of the community colleges provided some form of initial counseling during the school year. Tutorial services were provided on each campus according to the needs of the individual students, as determined by the college.

The Advisory Committee then concerned itself with the major problem of released time for paraprofessionals.

As part of the New York City program, paraprofessionals were provided with ten hours a month of released time for inservice training. This inservice training was provided by the Board of Education by Board of Education Instructors. The Advisory Committee felt that released time should also be provided in order to allow the paraprofessionals to attend college. The released time was requested so that paraprofessionals would arrive home at an earlier hour, and enable them to spend more time with their families. This would relieve the need for babysitting services for some paraprofessionals.

Originally, the Board of Education stipulated that City policy did not have provisions for compensating released time for attendance at courses not provided by the Board of Education. In lieu of this, many of the Committee members felt that perhaps the services which were needed, such as, house-cleaning, babysitting and other such things, could be provided instead of released time. It was further suggested by the Advisory Committee that as the need for inservice training decreased, released time should be allocated to the college program, although at no time would the inservice training be completely eliminated. It was also suggested that the entire idea of released time be reviewed by the then Superintendent of Schools in order to determine whether some form of compensating released time was possible.

The Committee requested that the Superintendent of Schools make available to auxiliary personnel, three hours per week for them to attend college instruction. This issue remained an unresolved issue during the entire first year of the Advisory Committee.

As a result of continued pressure during the school year, the Human Resources Administration and the Board of Education agreed that a released time policy should be established whereby half of the released time would be sustained through Human Resources Administration funds, and the remainder through Board of Education funds. After this agreement had been reached, and released time became an established policy for paraprofessionals in the career program, the Advisory Committee was dissolved by the Superintendent of Schools, Dr. Donovan. He was leaving the school system and wished to provide his successor with the opportunity of selecting an Advisory Committee of his own choosing.

The schools began reorganizing into a decentralized system. As a consequence, the direction of paraprofessional development in the schools was significantly changed. Since the decentralization of the school system, paraprofessionals come under the direct jurisdiction of Community School Boards rather than the Central Board of Education. The significance of the released time issue is

that when the first contract for paraprofessionals was signed between the Board of Education and the United Federation of Teachers, and the Board of Education and Local 372 of District Council 37, released time became a contracted item that is now an integral part of the career programs in New York City. As a result of this decentralization a new Advisory Committee was not appointed.

b) The Career Opportunities Program

The use of Advisory Committees has been expanding over the years. In many of its programs, the Federal Government has suggested that Advisory Councils be formed. Consistent with this policy, when the Career Opportunities Program was formulated, part of the guidelines included the establishment of an Advisory Council.

The Career Opportunities Program is seen as a partnership of school/college/community, and the State Department of Education. Within this framework, each party must be involved in each segment of the program, from proposal development, and selection of the director, through each of the components of the developed program, to its final evaluation.¹⁹

19. Project Directors Handbook (Career Opportunities Program, United States Office of Education), p. 1.

The Career Opportunities Program is a program funded through the United States Office of Education, and designated for operation in the Model Cities communities of the country. New York City being unique had, not one, but three Model Cities communities. Responsibility for Model Cities administration rested with the Mayor's office and the City's Model Cities Administration. Consequently, there is a city-wide Model Cities Administration in addition to the three individual Model Cities area structures. Each local Model Cities community has its own Director, Policy Committee and Sub-committee, as needed. Each Model Cities community operates its own programs in conjunction with existing city and community agencies.

In order to comply with the guidelines for the Career Opportunities Program, a Central Career Opportunities Program Council was formed with representatives from Central Model Cities, each of the neighborhood Model Cities Administrations, Local Education Agencies who are recipients of the grant, parent associations, representatives of community districts having schools in the Model Cities community, colleges and universities.

At its initial meeting, the Central Council and the Board of Education agreed that separate councils would be formed in each of the three Model Cities communities. As a result of this, the Central Career Opportunities

Program Council meets once or twice a year for a report, and to review requests for future funding. The day-to-day operations and advice come from the Career Opportunities Program Councils in the immediate Model Cities communities. The funds received by the Board of Education of the City of New York under this grant, would be distributed according to the formula devised by the Central Model Cities Administration.

The Central Brooklyn Model Cities community is the largest of the three communities. This community receives 45% of the total funds provided by the United States Office of Education. The Central Brooklyn Model Cities Council consists of Community School Board representatives, Model Cities representatives, Central Board of Education representatives and the Director, and parent organizations in each of the Model Cities schools involved.

While the program was being formulated, the Central Brooklyn Model Cities Council had the responsibility of assisting in the selection of the colleges, as well as screening participants for the program. The Council was also involved in the evaluation design that was submitted to the United States Office of Education as part of the proposal. In order to ensure fairness in all selection procedures, several colleges were invited to submit proposals to operate the Central Brooklyn Model Cities portion of the Career Opportunities Program. The University

of Massachusetts was selected as the cooperating college.

The Central Brooklyn Model Cities Career Opportunities Program Council established a series of sub-committees to select the participants. A person from a district was not allowed to sit on a committee to select participants from the same district or its schools. This enabled the Central Brooklyn Model Cities Council to select participants based upon their written application and a follow-up interview. This Council, wishing to utilize all of its funds for its participants, decided that a Neighborhood Director would not be needed, especially since the Central Board of Education had a similar program under the jurisdiction of the Auxiliary Educational Career Unit, and the Director of this Unit was asked to operate the Career Opportunities Program in this community.

The Council formed in the Harlem-East Harlem Model Cities community consists of representatives from the same agencies as mentioned above for the Central Brooklyn Model Cities Council. Harlem-East Harlem, agreeing with the Central Brooklyn Model Cities concept, decided that the Director of the Auxiliary Educational Career Unit would also operate the program for their community. The Director of the Auxiliary Educational Career Unit was designated by the Board of Education, and

approved by the United States Office of Education as the Career Opportunities Program Director for the City of New York.

Marymount Manhattan College and Fordham University, Lincoln Center were selected by the Council to operate the Harlem-East Harlem Model Cities portion of the Career Opportunities Program. Each college is fairly close to the paraprofessional's residence and within easy reach of the participants.

The same type of selection procedure for participants in the Brooklyn program was established in the Harlem-East Harlem Model Cities community. Several days were devoted to reviewing applications. The final selection of participants was the responsibility of the screening panel.

The only Model Cities community in the City of New York which decided to have an on-site director, partially supported by Model Cities monies and partially by Career Opportunities Program monies, was the South Bronx Model Cities. This coordinator is under the jurisdiction of the Career Opportunities Program city-wide Director, since there can only be one Director of record for the project.

The South Bronx Model Cities Council took longer to select colleges to participate in the program than the

other Model Cities communities. Ultimately, four colleges were selected: Fordham University, Bronx; the College of Mount St. Vincent; Bronx Community College and Lehman College. Bronx Community College and Lehman College are members of the City University's system. Participants will finish the first two years of work at Bronx Community College and transfer into Lehman College.

The selection of paraprofessionals for the program was done on a community school district basis, rather than through selection committees. In each district, persons familiar with paraprofessionals in the schools made the recommendations. These recommendations were approved by the Council.

Most of the Career Opportunities Program Councils still continue to meet on a fairly regular basis. In some cases, the Council has designated Steering Committees to work extensively with the city-wide Director, to ensure the smooth functioning of the program.

As this program enters into its third year, the Advisory Councils meet to resolve problems that may occur, and to receive progress reports. The Councils have been very helpful, and have provided a great deal to the structure and design of the New York City Career Opportunities Program. The success of the Career Opportunities Program is partially attributed to the involvement of the Advisory Councils.

The success of the program is further attested to by the very high retention rate of Career Opportunities Program participants in the college programs.

2. Reactions to Paraprofessional Training

The most important way to determine whether a program is successful or not, is to listen to the paraprofessionals and to observe their reactions to work and to college. When one observes a classroom, and finds that the children are happy and smiling, that the teacher is relaxed, it may be assumed that some learning is taking place. In the same way, if the teacher and paraprofessional in the classroom are relaxed and work well together, it may be assumed that they are effectively teaching children. One way to measure the effectiveness of the classroom team is by the evaluation of teachers, supervisors and the paraprofessionals in the program.

The inservice program is a vital part of any staff development program. Teachers and other staff members are constantly in need of inservice training. The teacher training should be related to improving classroom performance and should be evaluated continuously. The paraprofessional may greatly improve the techniques of the teacher in the classroom. Currently the inservice training for paraprofessionals is far more systematic and

intensive than it is for teachers.

As a matter of actual operation, the school system has designed and is implementing a more effective and appropriate in-service training program for its paraprofessionals, than for its teachers. Many of these paraprofessional programs include on-site visits by the trainers, as well as release from school duties by the paraprofessional for training. In many districts the training available for the paraprofessional far exceeds that available for the new teacher.²⁰

This systematic training has made the paraprofessional a valuable asset to the teacher.

The job of my Educational Assistant is an essential one in our Kindergarten classroom. It is important for the education and development of the children that Mrs. Phyllis Goldstein and I exchange opinions and observations on a day-to-day basis. She and I are continuously working at the difficult task of meeting the individual needs of our children. She contributes so much to their early stages of socialization.²¹

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20. Ellen S. Maguire, "Proposal for Change: An In-service Teacher-Training Program," The New York Supervisor (Spring 1971), p. 8.
 21. Barbara Lichter, Teacher, P.S. 188, The Ladder (Auxiliary Educational Career Unit Newsletter, Spring 1970), p. 13.

This is an example of the need and desire for the classroom team approach. Perhaps it is most effectively shown by a Kindergarten teacher at Public School 16, Richmond, who described one of the best working relationships that could be developed by the teacher and the paraprofessional.

It is really impossible to convey fully the help an alert and sensitive Educational Assistant (Rosemary Anderson) can give. A working relationship between a teacher and assistant that includes the assistant in on plans, that involves a decision between the two on classroom problems, and that insures a trading back and forth of observations and knowledge of the children, can enrich the Kindergarten program beyond measure.²²

A further reaction by teachers is that the services of the paraprofessional are vital. A teacher at Public School 108, Manhattan, described them thusly.

I found this program to be so effective and my Educational Assistant (Candida Rodriguez) so helpful. I was able to do many activities that I could not have performed so smoothly by myself. She helped several children who were shy to feel more confident, and brought them closer to other children.²³

Mrs. Simkins, a teacher at Public School 17, Queens,

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22. P. Keisling, Kindergarten Teacher, P.S. 16R, The Ladder (Auxiliary Educational Career Unit Newsletter, Winter 1969-70), p. 9.
 23. Joan Strassburger, Teacher, P.S. 108M. Ibid., p. 10.

reacted in pretty much the same way as other teachers involved with paraprofessionals in the classroom.

Mrs. Patikas is a tremendous assistance to my classroom and in my opinion she exemplifies all that her position stands for, and more. She has really made herself indispensable to me and I know that the children in my class feel the same way.²⁴

The Trainer Coordinator, a licensed teacher, is responsible for the training of paraprofessionals within their district. One district Trainer Coordinator described the training.

The training and development of our paraprofessionals is one of our on-going significant programs.²⁵

She further expounded on the team training.

Through Team-Training our Educational Assistants and Teacher Aides have become more aware of their role in the classroom and have acquired additional basic skills to help raise the educational level of the children with whom they work. The teacher as the leader of the team has a better understanding of the educational needs and utilization of the paraprofessional assigned to their classes.²⁶

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24. Laurie Simkins, Teacher, P.S. 17Q, PARA-PHRASE (Auxiliary Educational Career Unit Newsletter, Spring 1971), p. 15.
25. Selma Lustig, Trainer Coordinator, District 21, PARA-PHRASE (Auxiliary Educational Career Unit Newsletter, Spring 1971), p. 6.
26. Ibid., p. 6.

Many paraprofessionals have very happy feelings about their inservice training. This is described by one of our most highly-skilled paraprofessionals, an Auxiliary Trainer. The Auxiliary Trainer assists the Trainer Coordinator in the inservice training program. He reported,

... that training has been enthusiastically received by the Educational Assistants. Along with a full curriculum including Math, Science, Social Studies and English Grammar, specialists are brought in to speak on Human Relations and classroom management. There seems to be only one problem: the Educational Assistants want even more in-depth training in these areas.²⁷

Many paraprofessionals also receive great satisfaction from the work that they perform. Mrs. Fay Fracassi, Community School 77, Bronx, stated,

I give them help on a one-to-one basis in whatever he or she needs. This is like private tutoring. The personal touch helps a great deal. I love my job.²⁸

Other paraprofessionals find amusement and enjoyment in working with the children. Mrs. Geneva Davis stated the following about a young boy who could not speak

27. The Ladder (Auxiliary Educational Career Unit Newsletter, Winter 1969-70), p. 11.

28. Fay Fracassi, Paraprofessional, C.S. 77, Bronx, PARA-PHRASE (Auxiliary Educational Career Unit Newsletter, Spring 1971), p. 15.

English.

The teacher gave him some crayons and to my amazement he said, "Thank you very much." Maybe he couldn't speak English too well yet, but he knew the words that would bring delight.²⁹

The opportunity for paraprofessionals to attend college as part of a career training program began in 1968. Paraprofessionals then became involved, not only in inservice training programs, but in career development programs as well. Career development programs are work-study programs that provide paraprofessionals with the opportunity to attend college. Most of the district coordinators felt that this was a golden opportunity to improve the skills of the paraprofessionals. In fact, Mrs. Lustig, Trainer Coordinator in District 21 stated that "the training team would plan their program in close cooperation with the colleges so that paraprofessionals would be provided with the reinforcement they may need".

Career development programs also provided a career ladder with several steps that would eventually lead to

29. Geneva Davis, Paraprofessional, PARA-PHRASE (Auxiliary Educational Career Unit Newsletter, Spring 1971), p. 10.

certification. Most paraprofessionals felt as Eileen Jung did.

As an Educational Assistant I went back to college and I'm still attending college now.³⁰

The development of the career ladder has enabled paraprofessionals to climb to the various levels in the career program. They have become examples of success to those paraprofessionals still working and going to school. There are news flashes from the districts from time to time, stating the success of one individual after another.

Miss Kleinert worked as a paraprofessional in Kindergarten classes, assisting parents, teachers and children. She attended college and the inservice training workshops, as a part of the Career Ladder Program. On January 30th, 1970, she bid us farewell in order to begin her Student Teaching course at Brooklyn College. GOOD LUCK, Marilyn! It is hoped that you will be back in September as an Early Childhood Teacher.³¹

Another news item was that a paraprofessional was being trained to enter the professional ranks.

Angie Miranda, P.S. 116 - was accepted by the Office of Intergroup Relations for training as a Bilingual Classroom Teacher.³²

30. The Ladder (Auxiliary Educational Career Unit Newsletter, Spring 1970), p. 12.

31. Ibid., p. 12.

32. Ibid., p. 11.

A classic example to every paraprofessional in the school is that of Miss Carolyn Williams.

She began working as an Educational Assistant at P.S. 123 assisting the music teacher. She completed her college work in November, 1969. Miss Williams received a substitute license and has left P.S. 123 to teach music in grades three to six at P.S. 208 Manhattan. We wish her much success in her new position.³³

It is hoped that these examples will be a source of inspiration to anyone who starts his career as a paraprofessional.

3. Unionization

As a result of the efforts on the part of those paraprofessionals employed in the school system during the 1969-70 school year, unionization of paraprofessionals became a reality. The Board of Education decided that since the three funded programs had more stability than other funded programs, these programs could select a collective bargaining agent. The three programs were the More Effective Schools program, the Strengthened Early Childhood program and the Pre-Kindergarten program in poverty areas.

33. PARA-PHRASE (Auxiliary Educational Career Unit Newsletter, Spring 1971), p. 11.

Accordingly a vote was taken by all paraprofessionals employed in these programs. At the time of the election there were eight titles being used. The election was to select a bargaining agent - either the United Federation of Teachers or District Council 37, Local 372. The vote was taken by individual title rather than program. Four of the eight eligible titles voted to join each of the Unions: Family Workers, Family Assistants, Family Associates and Parent Program Assistants became members of Local 372, District Council 37, American Federation of State, County and Municipal Employees. Teacher Aides, Educational Assistants, Educational Associates and Auxiliary Trainers became members of the United Federation of Teachers.

The initial agreements called for some rather unique features, such as, released time, a career training program and a stipend for attending college during the Summer. Approximately two thousand of the eligible paraprofessionals started college in the career program at the City University. The City University became the college training agent for this career program. Continued pressure throughout the year of 1971 led to the unionization of all paraprofessionals in the titles indicated above into the Union of original choice.

It is anticipated that four thousand paraprofessionals will be attending college by the end of

this school year. To our knowledge, this is the first attempt by the unions to ensure educational and career advance for paraprofessionals in the field of Education. As more and more paraprofessionals come into the school systems, and more and more career programs are established, there will be greater unionization of paraprofessionals. This also mandates a working and cooperative effort on the part of the unions and the school systems. The cooperation and the efforts should lead to improving the welfare, working conditions and career programs for paraprofessionals. The future for the utilization and training of paraprofessionals mandates changes in our current educational institutions.

C H A P T E R V I
CONCLUSIONS AND PROJECTIONS

1. Regulation Changes for
Paraprofessionals

On February 4, 1969, the State Legislation of New York passed an amendment to the Education Law. The amendment recognized the employment of teaching assistants in the public schools of the State. The purpose of the legislation was twofold. One was to provide assistance in the communication skills. The other was to provide teachers with more teaching time by relieving them of non-teaching duties. A major point of the legislation was that teaching assistants were authorized to act only under the general supervision of a licensed or certified teacher. (See Appendix VII).

The State Education Department, in compliance with this legislative amendment, created two additional supplementary school personnel positions with two major distinctions. One, the teacher aide, has minimum qualifications and relieves the teacher of monitorial duties. Two, the teaching assistant, is more involved with the instructional program and requires specific qualifications and certification. Salary for each position is determined by each community or school district. (See Appendix VII (a)).

The teacher aide position is a non-teaching

position. The duties include management of records, materials and equipment. Teacher aides may attend to the physical needs of children. This function is most important in the lower grades. Teacher aides may perform other supportive teaching duties. These services are to be determined by the supervising teacher. This enables each teacher to determine what best fits the needs of the assigned class.

The teaching assistant position provides for direct instructional duties to be performed under the general supervision of a licensed or certified teacher. Teaching assistants may work with individual or groups of children. They provide the teachers with information that assists them in planning; they may utilize their own special talents and abilities to improve the instruction of children, such as, bilingualism, art, and music, and may assist in all instructional work at the discretion of the teacher.

A significant aspect is the difference in requirements. The teacher aide does not have listed qualifications, except those that are needed by the local district. The teaching assistant requires a temporary license or a continuing certificate. The temporary license preparation is a High School Diploma or the High School Equivalency Diploma. This is to be supplemented by training and/or experience appropriate to the position. The teaching

assistant's temporary license is issued by the Commissioner of Education. There is a one-year time limit on the temporary license, and it may be renewed once. During this time the individual should be preparing to secure a continuing certificate.

The continuing certificate is issued on the application of a superintendent. The individual will have completed at least six semester hours of appropriate work at a college or institution approved by the Commissioner. The teaching assistant requires one year's experience in the title, or as a certified teacher. The continuing certificate is valid continuously. The only time the certificate becomes invalid is if the teaching assistant does not utilize it for five consecutive years.

State paraprofessional positions cannot be considered as careers. There is no easy or automatic movement from one position to the other. In reality, the teacher aide position is a temporary one. The maximum employment in that title is two years. It is assumed that if a person is interested, he will acquire the credentials for the teaching assistant. This differs greatly from New York City's paraprofessional positions.

New York City could not comply with the State regulations on certification. New York City's paraprofessional career program consists of eight different titles with twelve steps, depending upon education and

experience. Ten of the steps exceed the requirements of the teaching assistant position. There is progression in a career program, leading from one step to the next. The paraprofessional has the option of remaining at any level he chooses. There is no time limit for the individual at any step.

This does not prevent New York City and New York State from cooperating in matters of mutual concern. One area of mutual concern involves the requirement of student teaching for a person employed, and working in the school as a paraprofessional. When the paraprofessional reaches the point in his collegiate career that requires student teaching, he will have been employed continuously in a school instructional program for a period of four or more years. Since the experience of the paraprofessional exceeds that of a student teacher, this requirement is no longer valid. City and State Education Agencies had to recognize this factor. Colleges involved in training instructional paraprofessionals had to adjust their programs accordingly.

New York City, having its own licensing privileges granted by the State, establishes criteria for all pedagogical positions. The New York City Board of Examiners is charged with this responsibility. The Board of Examiners, from time to time, has waived certain criteria for pedagogical positions. It had previously

waived student teaching for teachers who had not taken the course in college, if they had one year of teaching experience. On these grounds, the Board of Examiners was requested to waive student teaching for paraprofessionals. On June 25, 1971, the Board of Examiners adopted a resolution that accepted two years of experience as an educational assistant or educational associate, in lieu of supervising student teaching.

This was not sufficient to guarantee that a student teacher would not have to take a college course. Every accredited college must submit to the New York State Education Department, its curriculum for each area that a degree is granted. The State Education Department is responsible for certifying that graduates have completed the curriculum as submitted by the college. This is usually done routinely, by having the college certify that its graduates have completed the necessary curriculum. The New York State Education Department further approves colleges and curriculum.

The State Education Department accepted the fact that paraprofessional experience could be used in lieu of student teaching. In this way, this portion of the curriculum could be waived for paraprofessionals. In August 1971, the State Education Department, Division of Teacher Education and Certification, issued a memorandum on this subject. The memorandum was to clarify a situation

that had been developing. College prepared paraprofessionals were told that student teaching was a State requirement. It is stated in this memorandum that a college with an approved and registered course in teacher Education, may elect to evaluate paraprofessional experience, thereby waiving student teaching as a degree requirement.

Four standards of evaluation were suggested by the State Education Department. One was that supervised classroom experience should be an integral part of a paraprofessional's training. The second was that two years of satisfactory service as a teaching assistant be part of the training, or that the person hold a temporary State license or continuing certificate as a teaching assistant. The third suggested that colleges evaluate the experiences of the paraprofessional to assure that certain functions are performed. The functions are all instructional in nature, and include planning, individual and group instruction, evaluation, knowledge of material, deportment, and professional attitude.

The fourth standard of evaluation suggested was satisfactory performance on the job. The college should obtain from the school principal or his designee, a certificate of job performance. The statement should certify that the paraprofessional had been employed for two years in the capacity of teacher assistant or its equivalent. In addition, the principal should indicate that all functions

described above had been met. This waiver is to be given when all other requirements for certification have been achieved.

Colleges that grant degrees in Education must become decisive factors in this waiver program. To waive is to grant credits for the standards and experiences required by the State Education Department. This is quite similar to waiving health Education for veterans. The credits were granted, based upon the years of experience in exercises and drills gained while in service. The years in service as a paraprofessional provide the standards requested by the State Education Department, and the credits should be granted when student teaching is waived.

The New York City paraprofessional Job Description for Educational Assistant or Educational Associate meets and/or surpasses these standards. There should be no difficulty for colleges to waive student teaching for paraprofessionals employed in New York City schools. Most colleges with paraprofessionals involved in educational degree programs have agreed to this waiver. When all other prerequisites have been satisfied, student teaching will be waived. This is but a small step in seeking changes or alternatives in college programs that lead to a degree in Education. (See Appendix VIII).

2. Alternate Roads to Credentials

There is a concerted effort by many educators to improve college programs. This is especially true when mature adults are the students. The realization is that most paraprofessionals employed in schools are mature, and their attitudes and knowledges mandate a different type of program. The new program should reflect or involve changes in adult Education and teacher training. The current programs in Schools of Education are geared to young, non-working and inexperienced college students. The new program must not only account for the maturity of the working paraprofessional, but must also consider the prior experiences of employed paraprofessionals.

The paraprofessional, a working student, can be considered in the same category as an employed professional. The courses available must meet the needs of educational paraprofessional personnel, and should provide them with theories and concepts that are commensurate with their job experiences. Job experiences provide the paraprofessional with a laboratory throughout his career. His ability to relate job experiences to his college work will improve his effectiveness. As this process continues, the paraprofessional continues to acquire additional constructive experiences as well as credits toward a degree.

The experience gained by employment in the school is,

in a practical sense, most important. This experience provides the paraprofessional with skills and knowledge that could not otherwise be gained. These skills and knowledge should be recognized as creditable towards a degree in the field of Education. There is nothing equivalent to this experience in any standard course leading to a degree in Education. Colleges will have to consider granting credits for this experience.

Many colleges are reluctant to grant credits based on the job experience of paraprofessionals for the reason that such experiences have not been properly supervised. A great number of colleges will not grant credits for courses or experiences that are not supervised by the college faculty. There would be no objection to college supervision although it may prove costly to the colleges. The denial of credits for experience is a hardship to the mature paraprofessional because it extends the amount of time needed to graduate. If experience credits are not granted, many paraprofessionals will not be able to complete the college program, especially when the number of credits per semester is limited.

A viable cooperative effort will have to be made by colleges and public schools that will grant credit for experience. This cooperative effort could be achieved in several ways. Colleges could provide direct supervision of the student as part of a regular course. This would necessitate providing a seminar practicum arrangement.

Partial credits would be granted for supervised experiences, in conjunction with seminars related to these experiences. Schools could cooperate with colleges by welcoming their representatives into the schools.

Another method requires greater cooperation on the part of participating institutions of higher education. The university or college would have to accept public school personnel as adjunct members of the staff. As adjunct members of a college staff, they could provide supervision over experiences relating to college courses. It is conceivable that this would be done during the work day, and would not be of any cost to the college. If a seminar was to be provided after school hours, there would then be minimal cost to the college. This would be in the form of hourly payments to the supervisor for teaching the seminar. Projects and experiences could be detailed and arranged in advance between the student and supervisor. Regardless of arrangement, the granting of experiential credit is gaining favor in many colleges and government agencies.

Several States, including New York, have established special colleges and degrees based on experience credits. One of the premises of the program is that mature individuals who want further education may secure it, based upon prior experience that will be recognized and credited. This may include courses given by employers,

such as, inservice courses for educators. Veterans may utilize and receive credits for courses taken while in service. Whether an adult is employed or not, he is eligible to participate in the program.

The Empire State College program is based upon certain basic assumptions. A student's needs are the effective starting point to an individual program. Effective learning is a combination of thoughts and actions on the part of the individual. A recognized assumption of this college is that a student may learn outside organized classrooms, and may learn in many ways. Individual needs are recognized in this program, such as, need for specific competency and learnings that a student can effectively utilize. The curriculum is totally off campus and individualized.

This type of program is ideal for adults, especially paraprofessionals. The paraprofessional is allowed to continue his employment while registered for specific courses. This strengthens the proposition that learning may take place in diverse places. A method of reporting these experiences to supervisors becomes a crucial element in any program. These independent study credits must be related to other college courses.

The continuity of the Empire State College program is provided through a Learning Center. Each student is required to visit a Learning Center prior to registration.

The Learning Center provides the applicant with information on programs, and possibilities of registration. After visiting a Learning Center and securing information about a program, the individual may register. Registration takes into account specific needs of the registrant and his previous background. According to the information provided, arrangements are made for a course of study.

The major step in this arrangement is the orientation workshop. The purpose of this is to share the student's interests with faculty and other students. The opportunity to review and study courses that are offered will be provided at the orientation sessions. A mentor will be selected by the student. The student and mentor plan the individual program together, according to the student's other commitments. This planned program becomes a contract that specifies studies and the length of the studies. As each special study is completed, it is credited, and a new contract is formed with the mentor, according to need and agreement. This is repeated until the student terminates or receives an Associate of Arts or Bachelor of Arts Degree.

A total external degree program may not be needed by a paraprofessional. The paraprofessional is employed and performs certain tasks in relation to schools. The college mentor could plan in advance with the paraprofessional as he is aware of what instructional functions he will

perform. Reports and papers relative to the experiences to be credited would be agreed to in the same contract form mentioned above.

It is possible to provide a total external degree program for paraprofessionals. Liberal Arts courses may be secured through another program that New York State provides for its residents. The College Proficiency Examination Program is sponsored by the New York State Education Department. This program usually provides a person with advance credits. The College Proficiency Examination could be an effective method of securing credits as one participates in an external degree program. Some modifications in the current program may be needed. College Proficiency Examinations are a series of examinations prepared by, and for, the New York State Education Department. A person who has studied, or has become knowledgeable about a given subject through experience and interest, may take an examination in that subject. Examinations are scheduled regularly and they are given at several sites throughout the State.

Approximately thirty College Proficiency Examinations were given in 1970 in the areas of Humanities, Mathematics, Natural Sciences, Social Sciences, Professional Education and Nursing Sciences. There is a \$15.00 fee for each examination which is graded in the same way college courses are graded - A, B, C, D and E.

Participating colleges then grant credit to their registered students. Currently, limited credits are granted on this basis.

New York State is considering a completely external degree program. The program will include the College Proficiency Examination Program, as well as the College Level Examination Program of Princeton. Each program provides examinations for college credit. Credits will also be granted for experience. The program is one of total independent study with no formal classes. The program is not currently being considered for Education, but it may in the future.

The education of mature, working students indicates that a different curriculum must be developed to meet their needs. College graduation must be in the foreseeable future for them. The present curriculum in Education offered by colleges is a long process on a part-time basis. Much of the curriculum in its present form is meaningless to them. New courses are needed, based upon their day-to-day experience in schools. Credits must be granted for prior knowledge and experience.

The concept that knowledge and learning only take place in classrooms must be refuted. Educators are realizing that more learning may take place outside of school than inside. This is not only true of children, but also of adults. The learning outside the classroom

is quite often more relevant and important to the individual's good and welfare than the traditional learning. Individual programs that combine resident and non-resident learning, must be a goal of the future for colleges and universities. This learning may necessarily lead to other forms of criteria for competency than course structure and work.

3. Competency Based Criteria

The ultimate goal to achieving certification will rely upon competency based criteria. This concept is not exactly new. Many States are currently experimenting with competency criteria. There are still many problems that must be solved in order to establish a workable program. The one element recommended in most programs is the concept of a career ladder or lattice - a clearly defined method of advancing, based on mastering certain skills and knowledges. Another common element in a number of performance criteria programs is the recognition of the need for cooperation. The school system becomes the training workshop as well as the identifier of the competencies needed. The colleges must meet these needs and devise curricula that will lead to achieving described performances. Individual students must be cooperative in this new method of achieving the goal of professionalism. This cooperation may not be gained easily or rapidly.

The current structure of education is almost completely bureaucratic. Bureaucracy has a way of insulating itself that prevents change in any form. The bureaucratic structure stifles leadership to the extent that movement is made by non-decision rather than decision. The vacuum created by non-decisions is naturally filled by a need to react to a problem. In this manner the non-decision cannot be identified with an individual, but with the impersonal bureaucracy. As a further consequence, leadership does not have to be creative, in fact, it does not have to lead. Therefore, much more time is spent on personal concerns - tenure, salary, and working conditions. Very little time is spent on methods of improving the education of children.

These concerns were expressed by Melvin E. Beard in "Who are the Leaders in Education? What are they Thinking, Doing, and Reading?"

I am really concerned that the combined weight of the educational bureaucracy, the lack of real leadership at the leadership level, and the professional concern for the threatening developments in tenure and staffing will swing the pendulum back to the far right and produce an even more oppressive environment

for our children than they have ever had before.³⁴

Public school leadership is not the only group suffering from this plight. In fact, public school systems have withdrawn, in most respects, from teaching requirements. They have abdicated their role of identifying what is needed for their children. In many States, training and requirements to meet the designed training have become the function and domain of the colleges and universities. There is the assumption that this individual will meet the needs of any or all school systems. There is complete reliance on teacher training institutions to provide manpower to school systems.

Institutions of higher education are most reluctant to change. The colleges supervise courses recommended by the State Education Department or designed by the college. Once a series of courses have been established to meet the minimum State requirements, colleges rigidly maintain them. College staffs become specialists in teaching these courses, and have a vested interest in having them repeated ad infinitum. Many college Deans seem reluctant to recommend

34. Melvin E. Beard, Who are the Leaders in Education? What are they Thinking, Doing, and Reading? (Finger Lakes Region Education Personnel Development Project 144, Genessee Street, Auburn, N.Y., Aug. 16, 1971), p. 3.

change. As leaders of educational institutions, they could play an important role in developing new courses. The college deans could be the instruments in the area of new cooperation that is desperately needed. They could also encourage the State Education Department to change some of its criteria. Some states have moved toward some institutional changes on their own.

One example is that several states have recognized the career ladder concept, especially on the non-professional level. The career ladder is a significant component in the Career Opportunities Program, therefore States and cities having the program have a commitment to this concept.

Many states are currently experimenting with performance or competency based criteria. The leading States are Washington, Florida and New York. The experiment is an attempt to improve teacher education to the degree that the licensed teacher is competent. The ultimate goal is improving the education of children. These two goals require a new set of evaluations. One set must measure competence, the other must measure student improvement. Competency criteria is the most difficult to establish.

New York State requires that the school or school system must define its objectives and priorities. Once they have been established, competencies needed to meet the objectives and priorities can be formulated.

Training can be designed to best achieve competency for the designated objective or criteria. Colleges may supervise, school systems may provide the working laboratory and the State Education Department may designate that a competency is creditable. New York State will establish minimum competencies. The State will require that consideration be given to:

- a. Knowledge criteria.
- b. Performance criteria, and
- c. Product criteria.

The end result should produce a prospective teacher with the following qualities:

- a. Educated.
- b. Proficient in subject of certification.
- c. Ability to work with children that will improve education.

This utilization of criteria that is performance or competency based, mandates an alternate route to certification. Paraprofessional career training programs are a natural vehicle for this alternate route to certification. Many States, including New York, recognize this and have actually instituted legislative Acts and State Education Department Edicts in support of this concept.

4. Certification

A Study for the Board of Education of the City of New York states that:

... the important thing about a paraprofessional was not whether he was young or old, Black or White, rich or poor, modestly-educated or well-educated, but whether he had the personality traits that most human beings tend to value in other human beings. The 1,356 answers given by teachers and principals showed that the "ideal" paraprofessional is personable, able to relate to other people, stable, interested, knowledgeable, and intelligent--in that order.³⁵

It is interesting to note that the qualities listed for the ideal paraprofessional may also be ideal for teachers in New York City's credential oriented society. There is no insistence upon a person being a personable human being neither that he relates to other people. Stability is not even indicated. Interest is never measured; knowledge and intelligence are the only measures that are used for a person's selection as a teacher. This is true in most States that use the

35. A Study for the Board of Education of the City of New York, Institute for Educational Development, An In-Depth Study of Paraprofessionals (December 1970), p. xxi.

National Teacher Examination as a criteria, and is especially true of New York City that has its own licensing procedures. (See Appendix IX).

As indicated in Appendix IX, every person employed in New York City must pass some examination with varying degrees of requirements. The major stress of the examination has to be the written objective examination, although when seeking other persons to work in classrooms with children, the phase that is measured objectively is relegated to the least relevant position. This very concept mandates that changes have to be made in the training and selection of teachers.

Training of teachers. It seems that persons interested in Education should be involved in schools from the beginning of their college career. New York City's current policy in providing observation and student teaching in the senior year is no longer valid. If a person is disinterested in Education, he does not discover this until the senior year, and in most cases, the investment of time and money dictates his remaining in Education, whether or not it proves to be an enjoyable experience. If it proves to be an unenjoyable experience, only the children will suffer, and it is from this base that we quite often have miseducation and total failure in the educational process.

It seems urgent that teachers be helped

to recognize the significance of the feelings which they express toward children, consciously or unconsciously. Some teachers, in addition, may need the help which can come only through a process of self-understanding in order to minimize the expression of negatively toned feelings toward children, because of their sex, their socio-economic status, their behavior or achievement in school.³⁶

The college student should be involved with schools, administrative personnel, teachers and other school staff members and, more importantly, with children from the beginning of his entrance in a program leading to an educational degree. Experiences should be on all levels, and varied, for the student throughout his college career, so that he masters many skills and knowledges. His practical school experience should be related to the college Education courses. This enables him to practice what is being taught, and also provides the opportunity to

36. Helen H. Davidson and Gerhard Lang, "Children's Perception of their Teachers' Feelings toward them Related to Self-Perception, School Achievement and Behavior," Journal of Experimental Education (December 1960), pp.107 - 118.

measure his performance of these varied tasks required by a trained professional. This has been likened to a pilot trainee by Dr. Kevin Ryan in his Essay, "A Plan for a New Type of Professional Training".

The pilot trainee starts at the bottom of the curriculum and advances through a series of phases. Advancement is dictated primarily by his performance of specific skills. While much of the instruction follows the typical classroom learning approach, there is a tight relationship between the content of the individual lessons and the tasks the pilot will be called upon to perform.³⁷

It may be further stated that the amount of time spent in the school would be short in the beginning or freshman year, becoming greater with each succeeding college year. The college student who is not employed by the school system may be wise to begin with the role of the paraprofessional, which has maneuverability - vertically and horizontally, which may enable the college trainee to select an area in which he is most comfortable. If the school system, such as, New York's, has a career program for paraprofessionals, these learning experiences related to work experiences, can become an integral part of a

37. Dr. Kevin Ryan, "A Plan for a New Type of Professional Training," Educational Manpower, p. 181.

highly unstructured college curriculum. The curriculum could then be adjusted to meet the needs of individual paraprofessionals and/or college trainees.

A new partnership will have to be arranged between the school systems and the colleges, to direct and provide joint supervision of the trainees - paraprofessionals and/or college trainees. Curriculum selection should be a joint effort of the school system, college and recipients. This is also indicated by Dr. Dwight Allen in his Essay, "Putting Teaching Talent to Work".

Colleges could begin to focus on training teachers to handle specific responsibilities and specific teaching skills.

Counseling and interpersonal student-teacher relationships could be established at more profound levels of personal choice and personal relevance.

The best talent would be free to seek the best alternative teaching techniques, learning modes, and innovations in general through persistent liaison with colleges, universities, and other schools.³⁸

A partial step in this amalgamation has been accomplished through the Career Opportunities Program, in which the school system and the college have been required to work together to formulate new curriculum and training

38. Dr. Dwight Allen, "Putting Teaching Talent to Work," Ibid., p. 175.

procedures. This beginning has to be strengthened and reproduced many times over before teachers can be successfully trained for the schools of the future. This would naturally mean that a new method of teacher selection would have to be devised.

Selection of teachers. The need for formalized examinations will be eliminated as the selection criteria. Alternate methods will have to be formulated based upon criteria which will take into account a person's ability to perform the task and function for which he has so assiduously studied during his college career. As he is able to successfully perform the necessary functions or tasks to the satisfaction of the school supervisor and the college supervisor, he will be granted credit for having achieved a goal. As he continues through his career and performs more and more tasks, his educational credits will accumulate.

The school system would then have an investment in seeing that the programs are successful, and would have an investment in the future of the trainee. When all tasks have been performed satisfactorily, academic credits needed have been accumulated, and the degree granted, an individual should be automatically certified as a teacher in the system, with a definite priority of employment. In the case of paraprofessionals who are employed in the school system while studying at a cooperating university, the

educational system has a heavy financial involvement, as well as a great interest in having them become part of the professional staff in schools. In fact, this may be a future method of leading to certification since the school system has such a total investment in funds and time.

In a practical sense, automatic certification and priority in appointment for this group would be mandatory. If the school system has any faith in its employees, the work-study concept, and the cooperating colleges, then once again the priority for this group would be mandatory.

It is also possible that the future process of teacher preparation would require that an individual be employed as a paraprofessional. This would not only provide him with an income while studying, similar to an internship, but would also allow him to attend a career training program leading to a college degree and ultimate teacher certification, if he so desired. The individual thus educated and trained would be well adjusted, accustomed to schools and knowledgeable as to whether this was the most satisfactory career for him to pursue.

As a result of all this activity in Education, many changes will occur. The concept of using non-professionals on many levels will lead to more specialization and staff differentiation. The number of areas and fields using non-professional personnel will increase. New methods of training the professional and non-professional will be

sought and designed to meet specific needs. New degrees and methods of achieving these degrees will be developed to meet the new jobs and to meet new methods of achieving professional status.

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APPENDIX I

JOB DESCRIPTION FOR SCHOOL AIDE

Under direct supervision of the principal or of a teacher, relieves the teacher of school activities which do not require teaching or other professional skills, or assists the teacher in charge of the lunch room in routine aspects of the school lunch program; performs related work.

DUTIES:

To relieve teachers of yard, hall, lavatory, study hall and other monitorial and patrol duties;

to handle, store, and distribute text books, instructional supplies and materials, audio-visual equipment and materials, special materials for museum exhibits, science fairs, health education, art, Red Cross, auditorium programs, etc., and maintain inventories;

to accession and mend classroom and central library books;

to act as assistant to the school treasurer. Collect funds such as school bank, Current Events, G.O., lunch, milk, etc. Receive monies and records from the classroom teachers. Count and deposit money. Transmit orders for lunches and milk. Prepare weekly lunch reports;

to assist with classroom clerical work of a routine nature;

to check reports, notes, library lists, etc.;

to handle the arrival and departure of children transported to school by bus;

to direct the school service squad in checking milk deliveries, in distributing milk to the

classroom, in collecting containers, and in storing milk for later distribution;

to assist in maintaining order in the lunchroom
Receive the children in the lunchroom, direct them in hand-washing, in disposal of wraps, and in lining up for lunch service;

to facilitate the service of lunch to young children. Assist older children in obtaining lunch. Oversee the return of dishes and utensils and the disposal of refuse.

APPENDIX II

JOB DESCRIPTION FOR TEACHER AIDE

The teacher aide, together with the teacher, makes up the classroom teaching team. All classroom routines such as, preparation of materials, clean-up, etc., will be shared between the two team members.

DUTIES:

To participate in daily and long-range planning with other colleagues;

to contribute to enrichment activities by utilizing special talents and abilities (art, music, singing, bilingual abilities, etc.);

to aid the classroom teacher by working with small groups or individual children in some activity, such as block-building and painting, so that the teacher can work with a larger group;

to work with large groups of children so that the classroom teacher may work with small groups or with individual children;

to assist the teacher by:

- (a) reading to a child or group of children;
- (b) listening to a child or group of children;
- (c) talking with a child or group of children;
- (d) assisting with audio-visual aids;

to aid the classroom teacher in providing experiences for children which will stimulate their curiosity (i.e., observing and discussing rocks, pictures, pets, etc.);

to give special encouragement and aid to the non-English speaking child (adjustment to school, development of communication skills);

to alert the teacher to the special needs of individual children as she observes them.

to assume responsibility for routines and supervision of the lunch period in the absence of the teacher;

to assist the teacher in necessary clerical work (daily list of absentees, completion of required forms);

to accompany the teacher on class trips;

to perform related duties as required.

JOB DESCRIPTION FOR EDUCATIONAL ASSISTANT

The educational assistant is to be assigned to one teacher and class and will function at the direction of the classroom teacher.

DUTIES:

To participate in daily and long-range class planning;

to assist the teacher with large group activities;

to work with small groups or individual children;

to read stories to small groups or individual children;

to contribute to enrichment activities by utilizing special talents and abilities (art music, interpreting foreign languages, etc.);

to assist the teacher in guiding children to work and play harmoniously;

to alert the teacher to the special needs of individual children;

to give special encouragement to the non-English speaking child;

to be a source of affection and comfort to all children;

to assist the teacher in necessary clerical work and to perform related duties as required.

Some examples of Monitorial and Clerical Duties and Responsibilities:

keeping attendance and health records;
 preparing instructional materials;
 arranging displays and bulletin boards;
 collecting monies and assisting with housekeeping chores;
 checking, storing, and taking inventory of supplies and materials;
 assisting children upon arrival and in preparation for dismissal;
 escorting children (bus, office, toilet, playground);
 arranging for field trips;
 translating and interpreting foreign language.

JOB DESCRIPTION FOR EDUCATIONAL ASSOCIATE

Principals are to utilize effectively educational associates, as described below. It should be realized that the educational associate, with the qualification of two years of college and a minimum of one year's experience, should have more responsibilities in reference to the instructional program and community liaison.

DUTIES:

To assist classroom teachers in all instructional activities;

to suggest and prepare instructional materials;

to review and reinforce lessons initiated by the classroom teacher;

to aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys) so the teacher can work with a large group;

to work with large groups of children so time is available for the classroom teacher to work with small groups or individual children;

to participate in daily and long-range planning with colleagues;

to contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music);

to guide children in attempts to work and play harmoniously with other children in the class;

to alert the teacher to the special needs of individual children as requested;

to assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas;

to assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running);

to assist the teacher by:

- (a) reading to a child or a group of children;
- (b) listening to a child or a group of children;
- (c) talking to a child or a group of children;
- (d) assisting with audio-visual aids;

to accompany individual children or groups to the toilet;

to develop in children an awareness of good health practices;

to encourage a wholesome climate during mealtime by assisting in setting an attractive table;

- to encourage desirable table manners and quiet conversation among the children;
- to foster good eating habits by having children try new foods and by discouraging waste (serving smaller amounts to those children with tiny appetites for those who desire it);
- to aid the classroom teacher in providing experiences for children which will stimulate their curiosity;
- to give special encouragement and aid to the non-English speaking child (adjustment to school, development of communication skills);
- to be a source of affection and security to the children;
- to assist the teacher in necessary clerical work (daily list of absentees, completion of required forms);
- to assist teachers in initiating and maintaining open lines of communication with school community;
- to act as a resource in the supervision and training of educational assistants;
- to perform related duties as required

JOB DESCRIPTION FOR AUXILIARY TRAINER

Auxiliary trainers shall serve as members of the District Training Teams or Area Supervisory Teams. Under the direction of the Trainer Coordinator and/or Area Supervisors, auxiliary trainers shall:

- Assist in the inservice training of auxiliary personnel;
- assist in the preparation of training materials and training sessions;

assist in maintaining the field training office,
i.e. correspondence, telephoning, etc.;

serve as liaison personnel between the
auxiliaries, the Central Unit, and the
community;

serve as role models for educational assistants
and associates.

APPENDIX III

JOB DESCRIPTION FOR FAMILY WORKER

The family worker is a part of the Parent Activity Team.

Duties:

To recruit eligible children for the pre-Kindergarten from families most in need of this service;

to provide escort services for pre-Kindergarten children to and from school when needed;

to follow up attendance problems;

to accompany parents and/or children to such agencies as Health, Welfare, Housing, etc. (There should be on-going consultation with the teacher, family assistant and social worker so there will be a team approach to all situations and problems);

to refer problems of Health, Welfare, Housing, etc., to the teacher for follow-up by a social service worker such as the social worker, the family assistant or the Nurse. Group consultations on a regular basis as appropriate;

to make home visits and cooperate with the family assistant whose responsibility it is to see to it that every family is visited;

to assist in the classroom during the lunch program, and participate in eating and group discussion with a small group of children;

to attend and participate in all staff orientation and inservice workshops;

to assist with trips when needed;

to meet with parents in the school and encourage parents to participate in school activities such as pre-Kindergarten meetings, workshops, parent association meetings and conferences with teachers;

to assist the teacher in the room in the case of an absence of the teacher aide;

to encourage parents to keep appointments for children's medical and other agency appointments and to accompany parent when necessary;

to provide baby-sitting services for parents participating in pre-Kindergarten activities within the school;

to keep a daily log of all her activities.

JOB DESCRIPTION FOR FAMILY ASSISTANT

DUTIES:

To act as liaison among parent, school and the various community agencies. Is familiar with the appropriate use of health and welfare agencies; to make available to parents and the school a list of local and other appropriate agencies;

to work with family worker to recruit eligible children for school programs for families most in need;

to assume responsibility for planning and implementing, with the staff and the parents, a well-balanced Parent Activities Program (day, evening and weekends) that will provide for total parental involvement in all areas;

to work with the parent program assistant and the family worker to plan and implement parent and community activities on the district and school levels;

to work with the family worker and the other members of the team to meet the immediate family needs by referrals to the teacher, assistant principal, parent program assistant and/or psychologist or social worker, as appropriate;

to make home contacts or visits and to make sure that every family is visited;

to open and maintain bank account and all records related to the Parent Activity Funds. To share responsibility with designated school personnel in this activity. Is responsible for the preparation of the Fund Analysis sheet at the end of the program. To review all vouchers and financial records and to attest to their accuracy. These records must be certified by the principal;

to provide baby-sitting services for designated school activities;

to attend and participate in staff orientation and inservice workshops.

JOB DESCRIPTION FOR FAMILY ASSOCIATE

DUTIES:

To act as liaison among parent, school and various community agencies. Is familiar with the appropriate use of the health and welfare agencies; to make available to parents and the school a list of local and other appropriate agencies and the special programs and services that are available;

to work with school administration, auxiliary personnel and parents' association to help recruit eligible children for all school programs;

to assume responsibility for planning and implementing, with the staff, parents and parents' association, a well-balanced Parent Activities Program (day, evening and weekends) that will provide for total parent involvement in all areas;

to work with the parents' association and all auxiliary personnel to plan and implement parent and community activities on the district and school levels;

to attend public meetings of the Community School Board and to serve as liaison in programs she is responsible for;

to work under the direction of the principal or whom he may designate such as assistant principal, guidance counselor or social worker, to meet the immediate family needs by bringing to the attention of the concerned staff members (auxiliary or professional) special problems that are in need of attention;

to make home contacts or visits;

to open and maintain bank account and all records related to Parent Activity Funds, to share responsibility with designated school personnel in this activity. To review all vouchers and financial records and attest to their accuracy. These records must be certified by the principal;

to help provide baby-sitting services for designated school activities;

to attend and participate in staff orientation and inservice workshops. To make auxiliary personnel under her jurisdiction aware of staff training and opportunities for career advancement;

to assist new family workers and family assistants to develop skills necessary in carrying out their responsibilities;

to assume administrative responsibilities that may be designated by the principal such as planning the nature of, dates, and arrangements for parents' meetings, home visitation schedules, etc.;

at the discretion of the principal, to work in fields directly related to these major areas of responsibility;

JOB DESCRIPTION FOR PARENT PROGRAM ASSISTANT

DUTIES:

To encourage parents and the community to

develop programs for parents, family activities, and special interests;

to serve as liaison with school, parents, and the community to attempt to involve all parties in neighborhood or school programs;

to assist the family worker and family assistant in carrying out their duties;

to attempt to involve community leaders to actively participate in Policy Advisory Councils concerning school programs and to perform related work.

JOB DESCRIPTION FOR HEALTH SERVICE AIDE

DUTIES:

To attend training courses in standard and advanced Red Cross First Aid;

to learn to recognize symptoms of drug abuse and to refer these students to the proper authorities in the school;

to staff the emergency room in the school;

to maintain inventory records of supplies on hand in the emergency room;

to administer First Aid;

to maintain a list of telephone numbers and contact persons available for emergency purposes;

at the direction of the principal, to assist in administering health services;

to keep a log of First Aid and emergency treatment rendered. This log to be available for review by the school principal and physician.

APPENDIX IV

AN EXAMPLE OF A CAREER LADDER FOR SOCIAL SERVICES

SOCIAL
SERVICES
GUIDANCE

Counselor

Assistant
Counselor

Family
Associate

Family
Assistant

Family
Worker

APPENDIX V

CAREER OPPORTUNITIES PROGRAM
PROJECT SITES

Project sites are listed alphabetically by State.

Jefferson County Public Schools, Birmingham, AL
Huntsville City Board of Education, Huntsville, AL
Alaska Department of Education, Anchorage, AK
Arizona State University, Tempe, AZ
Navajo Community College, Chinle, AZ
Gentry School District #19, Gentry, AR
Little Rock School District, Little Rock, AR
Humboldt State College, Arcata, CA
Fresno Unified School District, Fresno, CA
Los Angeles Unified School District, Los Angeles, CA
Oakland Public Schools, Oakland, CA

Pasadena City College, Pasadena, CA
Richmond Unified School District, Richmond, CA
Sacramento City Unified School District, Sacramento, CA
San Bernardino City Unified School District, San Bernardino, CA
San Diego City Schools, San Diego, CA
San Francisco Unified School District, San Francisco, CA
San Jose Unified School District, San Jose, CA
Stockton Unified School District, Stockton, CA
Denver Public Schools, Denver, CO
Jefferson County School District #1, Lakewood, CO

Trinidad School District #1, Trinidad, CO
Hartford Board of Education, West Hartford, CN
New Haven Public Schools, New Haven, CN
Board of Education in Wilmington, Wilmington, DL
District of Columbia Board of Education, Washington, DC
Panhandle Area Education Cooperative, Chipley, FL
Duval County School Board, Jacksonville, FL
Dade County Board of Public Instruction, Miami, FL
Hillsborough County Public Schools, Tampa, FL
Atlanta Public Schools, Atlanta, GA

Walker County School System, Lafayette, GA
Board of Public Education, Savannah, GA
State Department of Education, Honolulu, HI
State Department of Education, Boise, ID
Chicago City Board of Education, Chicago, IL
Peoria Public School District 150, Peoria, IL

School Corporation of Gary, Gary, IN
South Bend Community School Corporation, South Bend, IN
Joint County System, Cedar Rapids, IA
Des Moines Independent Community Sch. District, Des Moines, IA
Waterloo Community Schools, Waterloo, IA

Breathitt County Board of Education, Jackson, KY
Louisville Board of Education, Louisville, KY
Pike County School District, Pikeville, KY
Avoyelles Parish School Board, Marksville, LA
Orleans Parish School Board, New Orleans, LA
St. Landry Parish School Board, Opelousa, LA
St. Martin Parish School Board, St. Martinsville, LA
Lewiston School Department, Lewiston, ME
Portland Public Schools, Portland, ME

Baltimore City Schools, Baltimore, MD
Massachusetts Department of Education, Boston MA
Worcester Public Schools, Worcester, MA
Detroit Public Schools, Detroit, MI
Grand Rapids Board of Education, Grand Rapids, MI
School District of the City of Pontiac, Pontiac, MI
School District of the City of Saginaw, Saginaw, MI
Duluth Independent School District, Duluth, MN
Minneapolis Public Schools, Minneapolis, MN
Jackson Municipal Separate School District, Jackson, MS
Tupelo Municipal Separate School District, Tupelo, MS

Public School District of Kansas City, Kansas City, MO
St. Louis Board of Education, St. Louis, MO
Rocky Boy School District #87, Box Elder, MT
Hardin Public School District 17-H, Hardin, MT
Helena Public School District, Helena, MT
School District of City of Lincoln, Lincoln, NB
School District of the City of Omaha, Omaha, NB
University of Nevada, Las Vegas, NV
Manchester School District, Manchester, NH
Trenton Board of Education, Trenton, NJ
Cumberland College, Vineland, NJ
Albuquerque Public Schools, Albuquerque, NM
Las Cruces School District #2, Las Cruces, NM
Santa Fe Public Schools, Santa Fe, NM
New York Board of Education, Brooklyn, NY
Rochester School District, Rochester, NY
Rockland Community College, Suffern, NY
Asheville City Schools, Asheville, NC
Durham City Schools, Durham, NC

Harnett County Schools, Lillington, NC
 Winston-Salem/Forsyth County School Systems,
 Winston-Salem, NC
 Couture School District #27, Belcourt, ND
 Fargo Public Schools, Fargo, ND
 Akron Public Schools, Akron, OH
 Ohio University, Athens, OH
 Cincinnati Board of Education, Cincinnati, OH
 Cleveland Public Schools, Cleveland, OH
 Dayton Board of Education, Dayton, OH
 Oklahoma City Public Schools, Oklahoma City, OK
 Portland Public Schools, Portland, OR
 Salem Public Schools, Salem, OR

School District of the City of Erie, Erie, PA
 School District of Philadelphia, Philadelphia, PA
 Lackawana County School Board, Scranton, PA
 McKean County Schools, Smethport, PA
 Puerto Rico Department of Education, Hato Rey, PR
 Pawtucket School Department, Pawtucket, RI
 Charleston County Schools, Charleston, SC
 Darlington County Schools, Darlington, SC
 Williamsburg County Schools, Kingstree, SC
 Sisseton Independent Schools, Sisseton, SD
 Todd County Independent School District, Mission, SD

Overton County Schools, Livingston, TN
 Memphis City Schools, Memphis, TN
 Nashville-Davidson County Met. Public Schools, Nashville, TN
 Sequatchie County Board of Education, Dunlap, TN
 Edgewood Consolidated Independent School Dist.,
 San Antonio, TX
 Edinburg Public Schools, Edinburg, TX
 Education Service Center, Group F, El Paso, TX
 Fort Worth-Dallas Independent Sch. Dist. Consol.,
 Fort Worth, TX
 Houston Independent School District, Houston, TX
 Davis County School District, Farmington, UT

San Juan School District, Monticello, UT
 Washington West School District, Waterbury, VT
 Carroll County Public Schools, Hillsville, VA
 Richmond Public Schools, Richmond, VA
 Seattle Public Schools, Seattle, WA
 Spokane School District #81, Spokane, WA
 Tacoma Public Schools, Tacoma, WA
 Yakima Public Schools, Yakima, WA
 Kanawha County Board of Education, Charleston, WV
 Berkeley County Board of Education, Martinsburg, WV
 Unified School District #1, Racine, WI
 State Coop Education Services, LaCrosse, WI
 Laramie County School District #1, Cheyenne, WY

APPENDIX VI

November 21, 1969

TO ASSISTANT SUPERINTENDENTS AND ALL
PRINCIPALS AND HEADS OF BUREAUS

Ladies and Gentlemen:

We are pleased to announce that an agreement has been reached between the New York City Board of Education and the Manpower and Career Development Agency of the Human Resources Administration, on a policy of released time for paraprofessionals in the Career Ladder Program, on a shared-cost basis between the two agencies.

Effective February 1, 1970, those Educational Assistants and Educational Associates attending classes at the City University, who formerly worked full time in selected Title I Kindergarten classes, will be granted five hours weekly, with pay, to attend afternoon classes in the Paraprofessional Teacher Education Program.

This work-study program will implement the Career Ladder Program developed in 1967, and facilitate more rapid advancement on the career ladder for those paraprofessionals desiring to become certified or licensed teachers.

Educational Assistants and Associates involved in the college program under the Board of Education, will be employed in the schools for 25 hours per week. The five hours of released time will vary since the participating colleges establish schedules to meet the specific needs of the students and staff. However, at no time is the released time to exceed five hours.

Educational Assistants and Associates involved in the college program will continue to receive Board of Education training as follows:

1. Team training (teacher and auxiliary) for a minimum of one (50-minute) period per week, utilizing flexible scheduling within the school.
2. Inservice training of one two-hour session per month arranged by the district training team.

Educational Assistants and Associates who are not in the college program at the City University will continue to receive the following Board of Education training:

1. Team training (teacher and auxiliary) for a minimum of one (50-minute) period per week, utilizing flexible scheduling within the school.
2. Inservice training, the equivalent of one day per month for skill development.

This will assure an opportunity for continuous professional growth. It is anticipated that acceleration of this work-study program will result in multiple gains for the paraprofessional, the professional, and the children whom they serve in the New York City public school system.

If you have any questions concerning the contents of this circular, please contact the Field Supervisor of the Auxiliary Educational Career Unit servicing your district.

We thank you for your continued cooperation.

NATHAN BROWN
Superintendent of Schools
(Acting)

APPENDIX VII

AN ACT

February 4, 1969

To amend the education law, in relation to the employment of teaching assistants

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The legislature hereby finds and declares that in many areas of the state there are children who suffer a serious loss of educational opportunity because of a lack of those prelearning experiences which are essential to enable them to communicate orally. The legislature further finds and declares that such ability to communicate is a prerequisite to the learning process, and can best be developed with the assistance of persons who speak the same dialect or language as the child. It is not essential that such persons be certified or licensed teachers, so long as they perform their services under the general supervision of a licensed or certified teacher.

Section 2. Subdivision two of section three thousand nine of the education law, as added by chapter seven hundred ninety-four of the laws of nineteen hundred sixty-one, is hereby amended to read as follows:

2.a. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teacher aides who shall assist the regular teacher or teachers of the district in the performance of their teaching functions by performing those nonteaching duties otherwise performed by such regular teacher or teachers.

b. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teaching assistants. Such persons, if so employed, shall be authorized to act only under the general supervision of a licensed or certified teacher.

Section 3. This act shall take effect immediately.

(Public Law 4536).

APPENDIX VII (a)

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
Albany, New York 12204

Amendments to the Regulations of the Commissioner of
Education Pursuant to Section 207 of the Education Law.

Part 80

Teacher's Certificates

80.33 Supplementary school personnel.

(a) Teacher aide.

- (1) A teacher aide may be assigned by the Board of education to assist teachers in such non-teaching duties as:
 - (i) managing records, materials, and equipment;
 - (ii) attending to the physical needs of children; and
 - (iii) supervising students and performing such other services as support teaching duties when such services are determined and supervised by teachers.

(b) Teaching assistant.

- (1) Description: A teaching assistant is appointed by a board of education to provide, under the general supervision of a licensed or certified teacher, direct instructional service to students.
- (2) Duties: Teaching assistants assist teachers by performing duties such as:
 - (i) working with individual pupils or groups of pupils on special instructional projects;
 - (ii) providing the teacher with information about pupils which will assist the teacher in the development of appropriate learning experiences;

- (iii) assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials;
- (iv) utilizing their own special skills and abilities by assisting in instructional programs in such areas as; foreign languages, arts, crafts, music, and similar subjects; and
- (v) assisting in related instructional work as required.

APPENDIX VIII

November 16, 1971

Community School Board Personnel Letter No. 45

TO: Community Superintendents, Community School Board
Chairmen and Community School Board Secretaries

Ladies and Gentlemen:

RE: Waiving of Student Teaching for Para-
professionals

Part of the growing evidence of the value of paraprofessional experience is the decision on the part of the City and the State to grant student-teacher training credit for the paraprofessional experience in the classroom. Therefore, student teaching is waived for paraprofessionals with two or more years of classroom experience by the New York City Board of Examiners and the State Education Department. (See attached).

Please note the State Education Department requires the Community Superintendent or his designee to provide a statement of satisfactory service and confirmation of the following experiences:

- a. planning instructional programs for children
- b. providing instruction in large and small groups
- c. assessing the effectiveness of the instructional program
- d. becoming familiar with instructional materials
- e. demonstrating teaching behavior conducive to learning
- f. demonstrating a professional attitude in dealing with students, staff, parents and community.

We would like to recommend a uniform method for providing this information. (See attached). This will expedite matters for school personnel as well as the college staffs.

Very truly yours,

FREDERICK H. WILLIAMS
Executive Director

Attachments:

The State Education Department

August, 1971

MEMORANDUM

TO: Teacher Education Contact Persons

FROM: Vincent C. Gazzetta

SUBJECT: Waiver of Supervised Student Teaching

It has come to my attention that there may be some confusion regarding the student teaching requirement for experienced, college-prepared paraprofessionals. Some of these persons who are matriculated for the baccalaureate degree have been advised by their colleges that the State requires a supervised student teaching experience and that there is no way to waive this requirement on the basis of their training and experience as paraprofessionals.

This memorandum is sent to clarify these issues and the State's stand concerning them. A college with an approved or registered program for the preparation of teachers may elect to evaluate the training and experience of paraprofessionals in order to waive student teaching. In order to assist the colleges in this evaluation we suggest that the following standards be used:

1. The student has had supervised classroom experience as an integral part of his training program.
2. The student has completed 2 years of satisfactory experience in duties expected of a teaching assistant at the level for which certification is sought, and holds a temporary license or continuing certificate as a teaching assistant.
3. The college has evaluated the student's training and experience to establish that the following activities have been satisfactorily and substantially undertaken:
 - a. planning instructional programs for children

- b. providing instruction in large and small groups
 - c. assessing the effectiveness of the instructional program
 - d. becoming familiar with instructional materials
 - e. demonstrating teaching behavior conducive to learning
 - f. demonstrating a professional attitude in dealing with students, staff, parents and community
4. The college has obtained from the school district administrator employing the student as a paraprofessional a statement of satisfactory service and confirmation of the experiences listed under numbers two and three above.

It may interest you to know that the policy of the Teacher Certification Section of this Division is to accept experience as a teaching assistant to waive the student teaching requirement when an individual applicant has met all other requirements for certification. Such experience is accepted only if it meets the standards given above.

BOARD OF EXAMINERS

1970 - 1971

Clerical Circular No. 8 Amended

June 25, 1971

The Board of Examiners at its meeting held on June 15, 1971, adopted the following motion:

Mr. Greene moved that two years of satisfactory service as an educational associate or as an educational assistant at the level for which the license as teacher is sought may be substituted for the requirement of a college supervised student teaching experience.

THE BOARD OF EXAMINERS

Statement of Satisfactory Service

In Lieu of Student Teaching

NAME

Last	First	Middle
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ADDRESS

SOC. SEC. #

SCHOOL

DISTRICT

DATE OF EMPLOYMENT

TITLE

This person has provided satisfactory service and has performed the duties as indicated in the title above.

PRINCIPALCOMMUNITY SUPERINTENDENT

APPENDIX IX

ELIGIBILITY REQUIREMENTS FOR LICENSE AS TEACHER OF COMMON
BRANCH SUBJECTS IN DAY ELEMENTARY SCHOOLS (GRADES 1-6)ALTERNATIVE A

Preparation: The completion of a five-year program of collegiate preparation which shall include the baccalaureate degree and either a master's degree in or related to the field of teaching service, or 30 semester hours of graduate study distributed among the liberal arts, the social and behavioral sciences, and professional study of education, as set forth under (I) or (II) or (III) below:

- (I) The completion of a program for the teaching of early childhood and upper elementary grades (N-6) and/or for the teaching of early childhood and upper elementary grades and an academic subject in the early secondary grades (N-9), registered and approved by the State Education Department for permanent certification under the Regulations of the Commissioner of Education effective October 1, 1968;

or

- (II) The holding of a New York State permanent certificate valid for teaching in the early childhood and upper elementary grades (N-6) and/or for the teaching of early childhood and upper elementary grades and an academic subject in the early secondary grades (N-9), granted by the State Education Department under the Regulations of the Commissioner of Education effective October 1, 1968;

or

- (III) The completion of a five-year program of collegiate preparation at a regionally accredited higher institution or at a higher institution approved by the New York State Education Department, including or supplemented by

(A) A baccalaureate degree and, in addition,

either a master's degree in or related to the field of teaching service, or 30 semester hours of graduate study distributed among the liberal arts, the social and behavioral sciences, and professional study in education;

- (B) 24 semester hours in the professional study of education and * a college-supervised student-teaching experience.

*Substitution: In lieu of the requirement of a college-supervised student-teaching experience, the applicant may offer one year of appropriate and satisfactory teaching on the elementary school level (Kg-6).

