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# Role and Training of Teacher Aides: A Teacher Aide Handbook for Joint School District No. 1, Silver Lake, Wisconsin

Perry K. Hellum  
*Northern Michigan University*

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THE ROLE AND TRAINING OF TEACHER AIDES:  
A TEACHER AIDE HANDBOOK FOR JOINT SCHOOL  
DISTRICT NO. 1, SILVER LAKE, WISCONSIN

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BY  
PERRY K. HELLUM

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A Field Study Report  
Submitted in Partial Fulfillment  
of the Requirements for the  
Education Specialist Degree

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NORTHERN MICHIGAN UNIVERSITY

November, 1977.

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## CHAPTER I

### INTRODUCTION

Over the past several years the number of supportive staff members employed by the public schools has increased dramatically. The increase is due, in part, to the greater specialization in education which has required more differentiation in professional roles. Paralleling this movement has been federal funding which have been available to school districts for the employment of teacher aides. Examples of the federal programs are Title I ESEA of 1965; Title VI - Comprehensive Employment and Training Act, and Title IV part C of 1976.

The number of teacher aides employed in Wisconsin Public School Districts totals 6,367. Wisconsin has 379 school districts that employ teacher aides out of a total of 436 Districts.<sup>1</sup>

The rationale for using teacher aides has at least three anchor points: the individualization of learning; the professionalization of teaching; and the

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<sup>1</sup>Wisconsin Department of Public Instruction, Fall Report Part IV - Supplement. Madison, Wisconsin; Wisconsin Department of Public Instruction, 1976.

provision of employment and new career opportunities involving untapped human resources.<sup>2</sup>

No longer is it a question of whether we should use teacher aides, but how do we best prepare them, utilize them, and fully tap their talent and potential? The increasing practice of employing paraprofessionals to assist certificated teachers in the nation's classrooms necessitates a clear definition of the role of the teacher aide and an accurate determination of the training needed for the teacher aide.<sup>3</sup>

#### Purpose of the Study

The purpose of this study was to clarify the role of the elementary school teacher aide; to clarify the training needed for the teacher aide; and culminate the study with a functional teacher aide handbook for Joint School District #1, Silver Lake, Wisconsin.

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<sup>2</sup>Eau Claire Public Schools, "School Aides" (unpublished booklet, Eau Claire, Wisconsin, 1974), p. 3. (mimeographed.)

<sup>3</sup>August J. Mauser, "The Paraprofessional - Panacea or Frankenstein?," Contemporary Education, XXXII (February, 1971), p. 139.

### Significance of the Study

It is befitting that the certificated classroom teacher be afforded useful resources in carrying out the responsibility of meeting pupils' learning needs. As teachers aim to individualize instruction by directing teaching — learning resources to the specific needs of particular pupils the need of teacher aides becomes visible.

Boards of education may enable the use of teacher aides. The actual employment of teacher aides is a professional determination involving the classroom teaching staff and administration. When boards of education have given permission to use teacher aides and certified faculty have elected to use them, the administration should see that the roles of the teacher aide are developed along with the establishment of a training program for the aide.<sup>4</sup>

In an article entitled "Thoughts on the Teacher Aide Program" published in Adult Leadership,<sup>5</sup>

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<sup>4</sup>Wisconsin Department of Public Instruction, The Teacher Aide: The Position of the Department of Public Instruction. (Wisconsin Department of Public Instruction, Madison, Wisconsin., 1969), p. 1. (Mimeographed.)

<sup>5</sup>Howard Brighton, "Thoughts on the Teacher Aide Program," Adult Leadership, XIX (October, 1970), p. 119.

Dr. Howard Brighton reported that a meaningful teacher aide program must have order and structure. Purpose, responsibility and function must be spelled out in order to provide a basis for understanding and cooperation among the staff. The program should have a precise structure which established authority and provides channels of communication. A program which lacks a framework takes on aspects of a stop-gap procedure, subject to whims, special interest groups and prejudices.

Dr. J. L. Stevens of the University of Houston gives all of us in the process of developing an instructional aide program the following statement to consider:

"If you get teacher aides, don't expect your teachers to know automatically how to use them."<sup>6</sup>

Teachers have not been prepared institutionally to utilize teacher aides. In the pioneering days there was necessarily a great deal of experimentation and trial and error in the process of evolving a job

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<sup>6</sup>Donald and Sally Clark, "Program: Training for Both Teachers and Aides," Journal of Secondary Education, XL (October, 1970), p. 251.

description and establishing a good working relationship. The lessons have been learned and the guidelines should be clear. Unfortunately these guidelines have not been compiled, and in too many cases schools in the 70's are repeating the experiments of the 60's.<sup>7</sup>

Teacher aide programs have frequently been stressed as important program in education. In spite of the findings, it has received a rather general recognition by school administrators. The handbooks for an effective teacher aide program have been few and inadequate.

As a District Administrator in Silver Lake, Wisconsin, the writer wants to clarify the role of the teacher aide, the training needed for a teacher aide, and to develop a handbook that will provide structure and guidance for the staff at Silver Lake.

In October of 1976 the researcher sent letters to thirty-four school districts concerning the topic of teacher aide handbooks. The sample of school districts reflected all organizational types of school districts, all geographical areas of the state and

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<sup>7</sup>John McManama, An Effective Program for Teacher-Aide Training (West Nyack, N.Y.: Parker Publishing Company, 1972), p. 58.

all size school districts.

Twenty-eight school districts responded to the letter concerning the question of teacher aide handbooks. Twenty-two districts reported that they did not have a teacher aide handbook but indicated a need for such a document. Six school districts had teacher aide guidelines or handbooks. Not a single district had a well-developed, comprehensive teacher aide handbook.

Although most Wisconsin school districts employ teacher aides, they do not provide the necessary role descriptions, training and structure needed for a successful program. The following statements are a sampling of the responses I received from various administrative staff members from other districts in the state concerning the topic of a teacher aide handbook.

"Good Luck with your project. Send me the handbook portion when completed. All we have is a school district labor agreement with the aides association."

Lee Thomas  
Administrative Assistant  
Racine, WI

"This is in response to your letter of October 25th asking for a copy of a teacher aide handbook. We do not have such an item, but we have had a position statement which has been the basis of aide employment since we first began using paraprofessionals

in our schools. I can't think of too many districts that have such a document."

Roy Ehlert  
Director, Elementary Education  
Beaver Dam, WI

"We have no handbook as such, but we do have a written agreement with our aides."

LeRoy Heiser  
Administrator of Personnel  
Stevens Point, WI

"Our district does not have a specific handbook. I am interested in the idea that you have presented and would appreciate a copy of the handbook when it is completed."

Robert Foster  
Assistant Superintendent  
Wausau, WI

"We would be happy to receive your booklet when completed."

Harold Thorson  
Curriculum Coordinator  
Barron, WI

"The School District of LaCrosse does not have a handbook for aides, I am enclosing a copy of our negotiated contract with the aides; I hope this will be of value to you. I certainly would appreciate receiving a copy of your handbook for aides."

Kathryn Cappelen  
Elementary Consultant  
LaCrosse, WI

"In response to your letter of October 25, 1976, we do not have a teacher aide handbook. I can see where a handbook would be worthwhile. There are many parents in our school system who would like to eliminate the use of paid teacher-aides because they feel the aides are doing too much teaching."

Bernice Fletcher  
Title I Director  
Appleton, WI

"We do not have a teacher aide handbook as such in our district. We have given some thought for developing such a handbook, but up to this point none has been completed.

I would be very much interested in seeing your handbook when it is completed."

Don Zimmermann  
Administrative Assistant  
Manitowoc, WI

"We received your inquiry concerning the development of a teacher aide handbook. I am very sorry that we do not have a hdnbook we can share with you. I feel that it is an important project.

Good Luck!

Dr. Mary Allen  
Director of Instruction  
Middleton, WI

"We do not have a policy or operational manual relating to teacher-aides. However, I am certain that a compilation of research and some constructive guidelines would be very valuable to local school districts."

Dr. Henry A. Hamann  
Randall Consolidated School Distric  
Bassett, WI

No longer is it a question of whether we should use paraprofessionals, but how do we best prepare them, utilize them, and fully tap their talent and potential. School systems that introduce the well-trained teacher-aide may provide far more individualization of instruction, more flexibility in classroom structure, more productive children, and also provide a closer alliance with the community.<sup>8</sup>

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<sup>8</sup>Mauser, op. cit., p. 139



Definition of Terms

Classroom Teacher: The professional teacher in charge of the classroom.

Teacher Aides or Paraprofessionals: People with a training who take an active part in assisting the classroom teachers to perform their professional duties in a more efficient manner. The amount or degree of instructional or non-instructional responsibilities will depend in part on each aide's capabilities and training and the manner in which the professional staff expects aides to support the learning program of the school district.

Non-instructional Duties: Clerical duties such as recording students' names and ages on tests, housekeeping duties such as assisting children clean up an art project, monitorial duties such as supervising children during recess, and technical duties such as operating the movie projector comprise the category of non-instructional duties.

Instructional Duties: Duties such as reading stories to children, writing short stories dictated by children, tutoring individual students, working

with small groups of children to develop skills and concepts, correcting workbooks, and making instructional materials are included in the category of instructional duties.

Interventional Duties: Duties which bring the home and school closer together. Such duties include making home visits, calling parents to participate in classroom and school activities and attending school-community functions.

Professional Duties: Duties that require professional education such as diagnosing a student's learning problem, selecting learning materials, prescribing a teaching technique, interpreting test results, and evaluating a student's progress comprise the category of professional duties.

#### Assumption and Delimitations

For the purpose of this study, the following delimitations were made:

The author recognizes that the labor agreement is part of the teacher aide program. The

topic will not be dealt with because wages, hours and conditions of employment varies from place to place.

When clarifying the role and training of the elementary school teacher aide, the scope was limited as it related to Joint School District No. 1, Silver Lake, Wisconsin.

#### Research Objectives

1. Do the duties included in the role definition of the teacher aide as perceived by the teachers include non-instructional, instructional, interventional, and professional duties?
2. Should the teacher aide program of the Silver Lake School District as perceived by the teachers include teacher aide training for non-instructional, instructional, interventional, and professional duties?
3. Do the duties included in the role definition of the teacher aide as perceived by the teachers correspond with the duties requiring training for the

teacher aide as perceived by the teachers?

4. Should the teacher aide program of the Silver Lake School District include training for the teachers working with teachers aides?
5. Is the role of the teacher changing with the introduction of teacher aides into the classroom?
6. Should the teacher aide program of the Silver Lake School District reflect the career ladder concept?

### Methodology

A review of the literature and research relating to the role and training of the teacher aide was completed. Books, periodicals, information received from other school districts, and scholarly journals devoted either in whole or part to a consideration of the role and training of the teacher aide was utilized. Sources were selected so as to include the writings of a widely diversified group of authorities, all of whose findings was made a part of the resultant conclusions.

### Organization of the Study

Following the introductory Chapter, a detailed review of the literature related to the role and training of the teacher aide is presented in Chapter II. An analysis of the degree of the attainment of the objectives was discussed in Chapter III. The final chapter of the study contains the summary, conclusions and recommendations concerning the role and training of the teacher aide.

Immediately following the Bibliography is an Appendix which contains a functional teacher aide handbook for teacher aides and the faculty of Joint School District No. 1, Silver Lake.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Extensive Use of Teacher Aides

The widespread use of classroom teacher aides, often called auxiliary personnel or paraprofessionals, is apparent in many public schools throughout the United States. However, teacher aides are not a recent educational innovation; the use of teacher aides is as old as planned education.<sup>1</sup>

Teacher aides were first employed extensively as an emergency means of meeting a grave war-time shortage of teachers in the 1940's. They were employed with little pre-planning of responsibilities, requirements and accountability. The lack of structure in the emergency program caused the teachers to view the idea of aides with distrust and open hostility.<sup>2</sup>

The need for teacher aide assistance in the elementary and secondary schools became acute during the teacher shortage of the early 1950's. In 1952

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<sup>1</sup>Howard Brighton, Utilizing Teacher Aides in Differentiated Staffing (Midland, MI: Pendell Publishing Company, 1972) p. 14.

<sup>2</sup>Howard Brighton, Handbook for Teacher Aides (Midland, MI: Pendell Publishing Company, 1972) p. 8-9.

schools in Bay City, Michigan, were the first to use them on a system-wide basis.<sup>3</sup> By the 1960 the idea had spread to many school systems across the country.

The 1960's ushering a new era of education, projected a more realistic teacher aide program designed to meet the changing needs of schools and the challenge of the modern classroom.<sup>4</sup> Some 188,000 teacher aides were employed in 1968 in the nation's schools. It is estimated that by 1977 the figure will rise to 1,523,000.<sup>5</sup>

Federal funding has provided programs which employ teacher aides. Examples of such programs are Title I ESEA of 1965; Title VI-Comprehensive Employment and Training Act, and Title IV part C of 1976.

The number of teacher aides employed in Wisconsin Public Schools in 1976-77 totals 6,367. Wisconsin has 379 school districts that hire teacher aides out of a possible 436 districts.<sup>6</sup>

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Dale Findley and Kenneth T. Henson, "Teacher Aides: Should They Be Certified?," Contemporary Education, IIXL (February, 1971), p. 177.

<sup>6</sup>Wisconsin Department of Public Instruction, Fall Report Part IV-Supplement. (Madison, Wisconsin: Wisconsin Department of Public Instruction, 1976.)

Teacher aides have been utilized principally in an effort to reduce the routine and nonprofessional tasks of teachers to release them from duties such as grading of papers, study hall monitoring, lunch, playground, and recess supervision, and collecting money for hot lunch. In a 1970 survey of the types of assistance provided by paraprofessionals, the National Education Association listed the following areas:<sup>7</sup>

Secretarial assistance	72.2%
Assistance with lunch duty	45.8%
Assistance grading papers with objective answers	40.3%
Assistance with playground duty	35.6%
Assistance with small group instruction	26.9%
Preparation of instructional resources	26.9%
Assistance with classroom environment	26.4%
Assistance with individualized instruction	25.7%
Use of instructional resources	20.4%
Assistance with bus duty	15.5%
Assistance with grading essay-type papers	5.6%
Others	5.8%

The Journal of Research and Development in Education devoted an entire issue in Winter, 1972, to "Paraprofessionals Plus Career Opportunities Equals Quality Education for children."

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<sup>7</sup>National Education Association, Report of the NEA Task Force on Paraprofessionals (Washington, D.C.: National Education Association, 1970), p. 12.



In one of the articles entitled "Can School Teach Children: What is Stopping Them - What is to be Done?" Frank Riessman commented:

It is noteworthy that the use of para-professionals has some added hope for success because of the potential range of support of various interest groups. In recent years, the American Federation of Teachers and the United Federation of Teachers in New York City, the National Education Association, as well as a variety of community groups, have indicated strong support for the utilization of paraprofessionals.... If this alliance can be welded together carefully, it bodes well for the success of a new revolution in education.<sup>8</sup>

Thus, this increasing, widespread use of teacher aides, considered a revolution in education by many observers, demand attention.

#### Explanation for the use of Teacher Aides

A review of the literature found a mutual posture among scholars that the achievement of the educational goals to meet the special needs of children, to improve the instruction and learning opportunities of children through individualized methods and materials, to decrease student failure will be enhanced by the assistance of teacher aides

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<sup>8</sup>Frank Riessman, "Can School Teach Children: What is Stopping Them - What is to be Done?" Journal of Research and Development in Education, V (Winter 1972), p. 87.

in the classrooms. As Mary Shipp described the need for paraprofessional help in her article, "Teacher Aides: A Survey," in The National Elementary Principal:

The corners of the elementary teacher's day are nibbled away by milk money collections, attendance reports, clean up chores, and other details .... Every moment a teacher spends on the non-instructional phases of his position reduces the time he has to spend on the real purpose for which he is hired -- teaching.<sup>9</sup>

The student is confronted with a complexity of tasks that he must successfully accomplish at each level of learning. This challenge to the individual presupposes that he has mastered skills that enable him to achieve his goals. Often a youngster has not mastered these skills and is struggling on the verge of frustration to do just that. He may need just a few minutes of individual help each day in order to experience success. Some days the teacher does not reach him and he may flounder helplessly. Extra help in each classroom

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<sup>9</sup>Mary D. Shipp, "Teacher Aides: A Survey," The National Elementary Principal, XLVI (May, 1967), p. 30.

would diminish the possibility of such an occurrence.<sup>10</sup>

In an article entitled "Two Teachers in the Classroom" published in New York State Education, Ann Jackson reported that "the ideal teaching - learning situation - is one teacher and one student, but for practical purposes one teacher assisted by a teacher aide will greatly benefit children".<sup>11</sup>

The position paper of the Wisconsin Department of Public Instruction on teacher aides reported that the rationale for using teacher aides has at least three anchor points:

1. The individualization of learning
2. The professionalization of teaching
3. The provision of employment and new career opportunities involving untapped human resources.<sup>12</sup>

Since teacher aides usually are hired from within the school district community, another major reason for the employment of paraprofessionals is to bring the home and the school close together.

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<sup>10</sup>Brighton, op. cit., pp. 10-11

<sup>11</sup>Ann Jackson, "Two Teachers in the Classroom," New York State Education, LVII (April, 1971), p. 31

<sup>12</sup>Wisconsin Department of Public Instruction, The Teacher Aide: The Position of the Department of Public Instruction. (Wisconsin Department of Public Instruction, Madison, Wisconsin, 1969), p. 3. (Mimeographed.)

The Report on the NEA Task Force on Paraprofessionals stated: "It was found that the communication gap between middle-class professional educators and students of a different socioeconomic class could sometimes be effectively bridged by the paraprofessional."<sup>13</sup>

In the Pennsylvania School Journal, H. Stanley Wills summarized the findings of a 1969 survey of every public school district in Pennsylvania conducted by Pennsylvania State Education Associations Department of Classroom Teachers. The majority of educators from the 68.2 percent of the school districts which returned the questionnaire strongly felt:

"Paraprofessional personnel indigenous to a community can be assets to its schools in many ways. By bringing a fresh and different perception of children of similar backgrounds....They can help teachers and administrators to better understand a community and its people."<sup>14</sup>

The enhancement of the self-concept of children coupled with the improvement in learning are additional, vital reasons for the use of classroom teacher aides. In "Can Schools Teach Children: What

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<sup>13</sup>NEA Task Force, op. cit., p. 5

<sup>14</sup>H. Stanley Wills, "How Do Teachers Feel About Paraprofessionals?", Pennsylvania School Journal, CXVII (May, 1969), p. 553.

is Stopping Them - What is to be Done?" Riessman reported:

New staffing from the community provide new models for the youngsters and brings community sentiments and styles directly into the classroom. ...Community people on staff are likely to enhance self-concept and feeling of control on the part of the children, which ... is decisive in learning.<sup>15</sup>

The findings of Eric Gattmann and William Henricks agreed with those of Riessman. In their book on paraprofessionals published in 1973, Gattman and Henricks reviewed several research projects. "It is obvious from studies," stated the co-authors, "that teacher aides help create a more supportive and encouraging environment for learning, resulting in greater achievement by the children, as well as giving them the opportunity to develop a more positive self-image."<sup>16</sup>

Finally, the need for classroom teacher aides, as expressed repeatedly throughout the research and literature reviewed, was well summarized

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<sup>15</sup>Riessman, op. cit., p. 85

<sup>16</sup>Eric Gattmann and William Henricks, The Other Teacher: Aides to Learning (Belmont, California: Wadsworth Publishing Company, Inc., 1973), p. 51

by the Sun Prairie School District Teacher Aide

Handbook:

"Teachers teach. Aides aid. Teachers need an extra hand or two in the classroom if they are to do a first-rate job of teaching. They need someone to relieve them of the multitude of routine activities which steal time from teaching.

That person in today's classroom is the teacher aide. And, in a nutshell, aides can offer a most valuable gift to teachers -- the gift of time."<sup>17</sup>

#### Role of Teacher Aides

A major theme through the research and literature studied was the concern for the constructive utilization of teacher aides. That teachers required additional help in the classroom was not questioned, but the kind of help teacher aides should provide teachers was disputed among educators. As reported in the November, 1969 Instructor, "Teacher Opinion Poll - Should Aides Teach?" Just what is happening across the country as to the use of non-professionals in our schools. The following comments by teachers reveal that you

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<sup>17</sup>Sun Prairie Public Schools, "Sun Prairie School District Teacher Aide Handbook" (unpublished booklet, Sun Prairie, Wisconsin, 1975), p. 2. (mimeographed.)

name it and it's being done:

"The aide should be able to teach subjects like spelling."

"What they should do depends on their capabilities and their desires to learn and grow."

"In an emergency or circumstance that requires the teacher's attention, an aide should be able to fill in, especially at the primary level."

"We are now using an aide in our primary grades....and for short periods of time the aide has taken the entire class."<sup>18</sup>

In the April, 1972, issue of the Phi Delta Kappan, Leon J. Lefkowitz, Columbia University program developer of educational projects using paraprofessionals, reviewed the dichotomy existing among educators as to the appropriate responsibilities of teacher aides. He commented, "Paraprofessional duties vary....from helping children with their wraps to counting milk money....and within the last five years there is increasing evidence that some teachers have been allowing teacher aides to teach entire classes."<sup>19</sup>

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<sup>18</sup>Elizabeth F. Noon, "Should Aides Teach?", Instructor, LXXIX (November, 1969), p.43

<sup>19</sup>Leon J. Lefkowitz, "Paraprofessionals: An Administration/School Board Conspiracy?", Phi Delta Kappan, LIV (April, 1973), p.546.

The earliest research concerning paraprofessionals was conducted at Central Michigan University under a Ford Foundation Grant in 1953. The "Bay City Project," quantitatively measured the time teachers spent on selected activities with the assistance of a teacher aide in the classroom and without the assistance of a teacher aide. Since the teacher aide program was initiated as a partial solution to the problem of increased enrollment in the face of the teacher shortage and inadequate classroom facilities, a major aspect of the "Bay City Project" was to determine if the use of a teacher aide would free the teacher of clerical tasks and, thus, provide more time for instruction and individual attention. The mean class size was increased from thirty-three students to forty-eight students with the addition of a classroom teacher aide.<sup>20</sup>

In The Journal of Education Research, Curt Stafford, a staff member of the project, reviewed and summarized the results of the study. It was found that with the increase in class size teachers

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<sup>20</sup>Curt Stafford, "Teacher Time Utilization with Teacher Aides," The Journal of Education Research, LVI (October, 1962), p. 82.



could not provide the same amount of individual attention comparable to the pre-aide situation unless the teacher aide assumed some instructional duties as well as the clerical duties.<sup>21</sup> Thus, since the role of the teacher aide as measured by the "Bay City Project" included instructional as well as clerical responsibilities, Stafford felt the need for a deeper consideration of the roles of teachers and teacher aides in the changing educational system.

The need for a clarification of the role of the classroom teacher aide was echoed throughout the literature. In the Minnesota Journal of Education, F. E. Heinemann stated "the primary purpose of teacher aides is to increase the effectiveness of the teacher in the classroom." A plan needs to be established that clearly defines the role of the teacher aides. If they are to do entirely clerical and housekeeping tasks there does not exist a need for certification. However, if they devote part of their time assisting with the

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<sup>21</sup>Ibid., p. 88.

teaching function they become a teacher and require certification.<sup>22</sup>

In 1967, Betty Wilcox commented in the Minnesota Journal of Education "that by defining the duties of the aides eliminated confusion." In order for the aides to do their jobs satisfactorily, with a minimum of confusion about their roles, paraprofessionals must have their tasks clearly defined in local school board policies.<sup>23</sup>

While the majority of research evaluated indicated a lack of consensus concerning the classroom teacher aide's role. One study found agreement among educators. In 1970, Robert Canady surveyed approximately 1,000 teachers, principals and superintendents in Tennessee schools to determine what duties these professionals felt were most appropriate for paraprofessionals to perform. Canady discovered the role definition that emerged

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<sup>22</sup>F.E. Heinemann, "Defining Duties of Aides," Minnesota Journal of Education, VII (November, 1963), p. 19.

<sup>23</sup>Betty Wilcox, "What Is the Teacher Aide's Role," Minnesota Journal of Education, IIII (May, 1967), p. 9.

from his study was "a complex one involving a variety of tasks under different task categories. Primarily, however, the role was related to the performance of clerical tasks and to assist with preparation of instructional materials."<sup>24</sup> From an analysis of the research data, Canady concluded that "teachers and principals shared a high degree of consensus regarding appropriate duties for paraprofessionals,"<sup>25</sup>

In an attempt to determine various duties and responsibilities relevant to the role of teacher aides, studies have grouped tasks into major categories. The Report of the NEA Task Force on Paraprofessionals grouped the duties into five major categories including clerical, housekeeping, non-instructional, audio-visual, and instruction-related.<sup>26</sup> In her book, Wright presented the following five broad categories: clerical, housekeeping, instructional, motivational, and improvement of school and community relations.<sup>27</sup>

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<sup>24</sup>Robert Canady and John Seyfarth, "Paraprofessionals In Search of an Identity," The Clearing House, XLV (December, 1970), p. 222.

<sup>25</sup>Ibid., p. 223.

<sup>26</sup>NEA Task Force, op. cit., p. 10.

<sup>27</sup>Betty Wright, Teacher Aides to the Rescue, New York: (The John Day Company, 1969), pp. 4-13.

Finally, Heineman reported that "teacher aides are performing three general categories of services: supervision, clerical, and instructional."<sup>28</sup>

Regardless of the different viewpoints concerning suitable tasks, the scholars agreed that in defining the role of a teacher aide, what must be kept basic is the role of an aide is supportive or supplementary to the teacher, not a substitute or replacement. Wills concluded in the Pennsylvania School Journal, "Whatever roles develop for paraprofessional personnel, the teacher will remain the diagnostician for learning, the manager of learning experiences, and the decision maker in learning situations."<sup>29</sup> Members of the NEA Task Force on Paraprofessionals felt that the role of the teacher would be enhanced by this new dimension of paraprofessional help. The report stated, "The additional support to the teachers should, in effect, make it possible for the teacher to place more emphasis on

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<sup>28</sup>Heineman, loc. cit.

<sup>29</sup>Wills, loc. cit.

creativity, self-direction, motivation, individualized instruction, and innovations in education."<sup>30</sup>

Finally, in reply to Lefkowitz in the April, 1973, issue of Phi Delta Kappan, Elizabeth Michael clarified her position concerning the relationship of teacher aides to teachers. In her article, "No Conspiracy, But Let's Use Paraprofessionals Wisely," Michael stated that "the most important consideration of all is that we need individuals who can and will help to humanize our schools by helping both teacher and students. No one has suggested that teacher aides replace professional teachers."<sup>31</sup>

After an extensive survey of all the state education departments in the United States, Tanner and Tanner concluded: "The findings of this study point to there being no direction or trend in policies, regulations, and legislation regarding the role and

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<sup>30</sup>NEA Task Force, op. cit., p. 11.

<sup>31</sup>Elizabeth B. Michael, "No Conspiracy, But Let's Use Paraprofessionals Wisely," Phi Delta Kappan, LIV (April, 1973), p. 549.

function of teacher aides in the 50 states....The confusion with regard to this problem is growing and may well lead to conflict."<sup>32</sup>

John Walden's article "Paraprofessional Personnel and the Law: Some Tentative Answers," cited a study completed in 1970 concerning the legal status of paraprofessionals in the United States:

Only 20 states had enacted statutes recognizing the role of teacher aides, and many of these states merely "authorize" the use of paraprofessionals. There was no consistent direction or trend in policies, regulation, or legislation among the states regarding the role and function of teacher aides. There was no consistency among the states in their approach to defining the status of paraprofessionals. Indeed, conflict existed within individual state statutes.<sup>33</sup>

In conclusion, The Wisconsin Department of Public Instruction, in an attempt to distinguish the division of labor between the teacher and the teacher aide listed the following guidelines:

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<sup>32</sup>David Tanner and Laurel N. Tanner, "The Teacher Aide: A National Study of Confusion," Education Leadership, XXVI (May, 1969) p. 759.

<sup>33</sup>John C. Walden, "Paraprofessional Personnel and the Law: Some Tentative Answers," The National Elementary Principal, LI (February, 1972), p. 100.

A professional teacher is one who, by reason or education, certification, and assignment, is responsible for:

1. diagnosing the educational needs of individual students,
2. prescribing the learning experiences which best meet students' needs,
3. evaluating pupil progress,
4. practicing certain teaching and supervisory responsibilities consistent with good educational practice and established school policy including the supervision of teacher aides.

A teacher aide is one who assists teachers, but assumes no professional responsibility. Since the teacher, not the aide, is accountable for the educational practice in the classroom, it is assumed that the teacher would not assign functions to the aide which are professional in nature.<sup>34</sup>

#### Training required for Teacher Aides

Adequate aides don't suddenly appear as Minervas. They cannot be expected to perform well from the first day; they must be carefully trained. Some development can be effected before school starts; the remainder consists of on-the-job learning.

A need for suitable pre-service and in-service education for the teacher aides and teachers was a

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<sup>34</sup>Wisconsin Department of Public Instruction, The Teacher Aide: The Position of the Department of Public Instruction. (Wisconsin Department of Public Instruction, Madison, Wisconsin., 1969), p. 1. (mimeographed.)

central theme inherent in the related literature. As defined by research, an effective education program for teacher aides and teaming teachers includes four main components: (1) educating teacher aides to perform the specific duties and responsibilities defined in the job descriptions, (2) educating both teacher aides and teachers to work together as a team, (3) educating teachers to accept their roles of classroom manager and supervisor, diagnostician prescriber, and evaluator, and (4) providing a career ladder designed to incorporate the teacher aide into the total school structure so that the aides' potential will be used to the utmost and the aide will be paid in proportion to the assigned duties and responsibilities.<sup>35</sup>

Need for the first component was discussed by Moody and Rookey in the American School Board Journal. The authors stated:

Most often, according to findings, the education required of aides is not consistent with job expectations. Likewise, the duties assigned

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<sup>35</sup>Ferman B. Moody and Thomas J. Rookey, "How to Pigeonhole Teacher Aides for Better Performance and Production", American School Board Journal, CLVI (September, 1968), p. 27.



an aide rarely are governed by the aide's educational qualifications.<sup>36</sup>

Thus, when professors from the Department of Elementary Education at Wisconsin State University-Oshkosh teamed with teachers and administrators from the Shawano Public Schools to develop a paraprofessional preparation model, they considered the wide range of responsibilities often assigned classroom teacher aides. The educators discovered that teacher aides need more than the regular orientation program which stressed clerical and routine supervisory and classroom duties if the aide is expected to be involved in the instructional program.<sup>37</sup> In the summer of 1968, their training program included the following areas: "(1) orientation to school philosophy, organization, and classroom routine, (2) educational and learner related objectives, and (3) curricular understanding and exposure."<sup>38</sup>

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<sup>36</sup>Ibid., p. 26

<sup>37</sup>Myron L. Anderson, "Utilizing Paraprofessional Programs," Wisconsin Journal of Education, CI (November, 1968), p. 21.

<sup>38</sup>Ibid.

Donald and Sally Clark reported on a successful program dealing with the training of teacher aides in the Journal of Secondary Education. The sessions were organized as follows:

Session 1

1. Biographical information about the participant
2. Discussion of ideas and concepts regarding aides
3. Discussion of aide relationships to various school and district personnel
4. Reading and discussion of articles on team teaching

Session 2

1. Discussion of the history of the use of aides
2. Discussion of rationale for the aide program
3. Discussion of reactions of the community, of teachers, students, and parents to teacher aides
4. Introduction to new educational programs and the place of aides in the programs
5. Discussion of personal qualities and traits important for teacher aides

Session 3

1. Review various district and school forms
2. Panel discussion of teachers and administrators concerning the use of teacher aides

Session 4

1. Discussion of district job description
2. Discussion and utilization of duplicating equipment

Session 5

1. Development of a guide and handbook that will be useful to the aides
2. Overview of media and media equipment utilized in the classrooms

## Session 6

1. Lab session in the utilization of overhead projectors and photocopy machines
2. Development of overhead transparencies
3. Development of good bulletin boards

## Session 7

1. Laboratory experience in the set-up and utilization of video tap equipment, record players, tape recorders, 16mm projectors, and filmstrip projectors

## Session 8

1. Growth and development patterns of school age children
2. Coping with classroom problems and situations
3. Summary<sup>39</sup>

The content of the inservice training sessions for the aides should correlate directly with the duties and responsibilities that are expected of the aides. There are, however, some general kinds of information that should be incorporated in all teacher aide inservice programs. In the Croft Publication entitled "Working With Teacher Aides: How to Work With Your Aide," Joseph Devita lists the following factors that should be considered:

1. Your district's organization and philosophy
2. District forms and procedures
3. Suggestions for coping with classroom problems

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<sup>39</sup>Donald and Sally Clark, "Program: Training for Both Teachers and Aides," Journal of Secondary Education, VL (October, 1970), pp. 254-255.

4. Grooming and personal discretion
5. Suggestions for handling judgment situations.<sup>40</sup>

Necessity for the second component, educating both teacher aides and teachers to work throughout the literature. The development of team-building attitudes and skills must be an integral part of the training program "so that professionals and paraprofessionals may develop understanding of and respect for the roles played by each as part of a team whose goal is the improvement of the educational environment."<sup>41</sup>

Third, in-service education to prepare teachers to accept their emerging roles of classroom manager and supervisor, diagnostician, prescriber, and evaluator must be created and provided. There are many programs designed to train the teacher aide, but only a handful of programs are designed to help the teacher use an aide after he gets one.<sup>42</sup>

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<sup>40</sup>Joseph C. DeVita, "Working With Teacher Aides: How to Work with Your Aide," Croft Leadership Action Folio No. 7. (New London, Connecticut: Croft Educational Services, 1968.) p. 2.

<sup>41</sup>NEA Task Force, op. cit., p. 12.

<sup>42</sup>Clark and Clark, op. cit., p. 251.

Clark and Clark commented further:

If you get teacher aides, don't expect your teachers to know automatically how to use them. They'll need training. In fact, it takes almost as much training for the teacher as for the aide.

It is important to realize that the utilization of an aide is something entirely new to most teachers; and if the program is to be successful, teachers need to be properly prepared to effectively use the services of an aide.<sup>43</sup>

The fourth component of an effective training program, a career ladder for teacher aides, was supported by the majority of scholars studied. Many articles affirmed the career ladder approved to paraprofessional training programs. A position paper on the rationale for the career development of teacher aides was included in the Winter, 1972, issue of the Journal of Research and Development in Education. The author concluded:

It has previously been customary to place all non-certified personnel in one omnibus category regardless of individual differences in training, experience, competency, and apparent potential. The basic premise of the career ladder approach, however, is that staff productivity is enhanced and human values are preserved when there is opportunity

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<sup>43</sup>Ibid.

for career development for all school personnel starting at the entry level and extending throughout the entire system with increased motivation, for personal contribution and fulfillment through the growth process.<sup>44</sup>

While there are many factors that contribute to a successful instructional aide program, great emphasis must be placed on the careful and systematic training of both teachers and aides.

#### Summary

In summarizing this review of related research and literature, it is evident that the role and training for the classroom teacher aide must be resolved. Since Clark and Clark stated that "the content of the training sessions should correlate directly with the duties and responsibilities that are expected of the aides,"<sup>45</sup> further research is required not only to determine the role of the paraprofessional, but to determine the corresponding

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<sup>44</sup>Wilton Anderson, "Career Development: The Lattice, Recruitment, Training, and Evaluation," Journal of Research and Development in Education, V (Winter, 1972), p. 3.

<sup>45</sup>Clark and Clark, op. cit., p. 253.

pre-service and in-service education of the paraprofessional.

Lefkowitz remarked, "that in most school districts, training programs for paraprofessionals are inadequate and proper roles need to be defined."<sup>46</sup>

August J. Mauser summarized the feelings of most educators concerning the widespread use of untrained teacher aides when he warned:

Hasty efforts by school superintendents and classroom teachers to quickly mobilize and jump on the paraprofessional bandwagon may ultimately turn our classroom into a disorganized, bogged down chaotic mess-more so than they may actually be....the handwriting is on the wall. We must make sure to optionally channel the resources of the paraprofessional training and continual follow-up training. In addition we must be prepared to adjust and modify the current roles and skills of our teachers....<sup>47</sup>

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<sup>46</sup>Lefkowitz, loc. cit.

<sup>47</sup>August J. Mauser, "The Paraprofessional-Panacea or Frankenstein?," Contemporary Education, XXXII (February, 1971), p. 139-140.

## CHAPTER III

### ANALYSIS OF THE DATA

This chapter presents (1) a discussion of the research instrument developed, the population surveyed, and the procedures used for collecting the research data, (2) an analysis of the data obtained from the returned questionnaires on the role and training of the elementary school teacher aide.

#### Research Instrument

Based on the information obtained from the review of literature and research on paraprofessionals, two questionnaires were developed. The first questionnaire concerned the role of the elementary school teacher aide and consisted of twenty-four items which represented possible teacher aide duties. As supported by literature, the tasks selected to be included on the questionnaire were grouped into four major task categories: non-instructional duties, instructional duties, interventional duties, and professional duties. Six of the questionnaire items represented non-instructional duties, six instructional duties, six interventional duties.



While the twenty-four items were placed at random on the first questionnaire, the items were regrouped into four specific task categories for the analysis of the data.

Items representing the first category of non-instructional duties included:

- Item 1. Record students' names, ages, and addresses on cum folders and tests.
- Item 2. Straighten materials and equipment in the room to keep room neat and orderly.
- Item 8. Supervise students during recess and bus loading.
- Item 12. Set-up and run the movie projector.
- Item 17. Help students clean up after and activity.
- Item 19. Run off dittoes on the duplicator.

Items representing the second category of instructional duties included:

- Item 4. Make instructional games, posters, charts.
- Item 7. Discipline students in accordance with the teacher and school's disciplinary procedures.
- Item 10. Read stories to a group of children or to the class.

Item 13. Work with small groups of children on developing skills and concepts.

Item 23. Tutor individual students.

Items representing the third category of interventional duties included:

Item 5. Call parents to attend P.T.A. or Home and School Club activities.

Item 6. Make home visits with the teacher.

Item 14. Attend Open House and other school-community functions.

Item 18. Call parents to assist on field trips.

Item 22. Contact parents to participate in classroom activities.

Item 24. Discuss community attitudes and activities with the teacher.

Items representing the fourth category of professional duties included:

Item 3. Evaluate a student's progress in mastering a skill or concept.

Item 9. Prepare lesson plans.

Item 15. Make decisions concerning a student's learning problems or progress.

Item 16. Diagnose a student's learning difficulties.

Item 20. Select learning materials and methods for an individual student or a small group of children.

Item 21. Interpret test results to diagnose a student's learning problems.

The second questionnaire concerned the training needed for the elementary school teacher aide and consisted of twenty-three items. Nineteen of the questionnaire items represented possible teacher aide duties requiring training (such as, workshops and courses). Fourteen of the nineteen items were placed at random on the second questionnaire, the items were regrouped into the four specific task categories for the analysis of the data.

Items representing the category of non-instructional duties included on the second questionnaire were:

- Item 1. Set up and operate the A-V equipment. (movie projector, tape recorder, etc.)
- Item 8. Supervise students during recess and bus loading.
- Item 10. Understand the responsibilities of filling out a time sheet and attendance.
- Item 11. Record students' names, ages, and addresses on cum folders and tests.
- Item 18. Run off dittoes on the duplicator.

Items representing the category of instructional duties included on the second questionnaire were:

- Item 5. Be familiar with basic concepts in subject areas (math, reading, language arts, etc.).

- Item 6. Discipline students in accordance with the teacher's disciplinary procedures.
- Item 9. Make instructional games, posters, charts.
- Item 13. Understand the duties of the teacher aide with relation to those of the teacher.
- Item 16. Communicate effectively with the teacher; offer ideas, thoughts, and opinions.
- Item 17. Work with an individual student or with small groups on developing skills and concepts.
- Item 19. Know the rules and regulations of the elementary school.

Items representing the category of inter-ventional duties included on the second questionnaire were:

- Item 3. Call parents to assist on field trips or participate in classroom activities.
- Item 4. Discuss community attitudes and activities with the teacher.
- Item 14. Make home visits with the teacher.

Items representing the category of professional duties included on the second questionnaire were:

- Item 2. Prepare lesson plans.
- Item 7. Select learning materials and methods for an individual student or small groups.

- Item 12. Evaluate a student's progress in mastering a skill or concept.
- Item 15. Diagnose a student's learning difficulties.

The other five questionnaire items which represented possible teacher aide duties requiring training were not grouped into a task category. Rather, these items were analyzed separately to determine if each duty needed training and should be included in the teacher aide training program of the Silver Lake School District. These five items were placed at random among the other fourteen task items on the second questionnaire. The five items consisted of the following:

- Item 5. Be familiar with basic concepts subject areas (math, reading, language arts etc.).
- Item 10. Understand the responsibilities of filling out a time sheet and attendance.
- Item 13. Understand the duties of the teachers aide with relation to those of the teachers.
- Item 16. Communicate effectively with the teacher; offer ideas, thoughts, and opinions.
- Item 19. Know the rules and regulations of the elementary school.

The remaining four items on the second questionnaire were concerned with (1) the teachers working

with teacher aides and (2) the career ladder concept. Item twenty asked if teachers needed in service on how to work effectively with teacher aides. Item twenty-one queried: Is the role of the teacher changing with the introduction of teacher aides into the classroom? Items twenty-two and twenty-three stated:

Item 22. Educational opportunities should be available for teacher aides with ability and interest to become advanced teacher assistants eventually teachers.

Item 23. A graduated salary schedule should be provided for different levels of teacher aides according to years of experiences and credits earned.

The teachers received an introductory letter explaining the purpose of the study and questionnaires along with the questionnaire on May 9th. The questionnaires were returned on or before May 13th.

#### Population Surveyed

This study was concerned with the perceptions of the faculty members of Joint District No. 1, Silver Lake, Wisconsin. As stated in the Assumption and Delimitations, when clarifying the role and training of the elementary school teacher aide, the scope was limited as it related to Joint School District No. 1, Silver

Lake, Wisconsin. All thirty elementary school teachers in the district received the questionnaires.

#### Analysis of the Data

The purpose of this study was to clarify the role of the elementary school aide and to clarify the training needed for the elementary school teacher aide. The results of the two questionnaires on the role and training of the teacher aide were tabulated and analyzed by the following procedure: (1) The responses to each questionnaire item were tabulated. Summaries of the item-by-item tabulations for both questionnaires are included in the appendix. (2) The questionnaire items were regrouped into the four specific task categories of non-instructional duties, instructional duties, interventional duties, and professional duties. (3) A percentage was taken of all the yes, no, unsure, very important, helpful and unnecessary answers to the regrouped items.

The following analysis of the data is organized in an attempt to answer six questions posed by the author. Since less than 10 percent of the respondents

made comments on the questionnaires, no analysis is presented of the comments received.

Question 1. Do the duties included in the role definition of the teacher aide as perceived by the teachers include non-instructional, instructional, interventional, and professional duties?

Table 1 indicates that most of the respondents felt that non-instructional duties should be included in the role definition of the teacher aide - More than eight-tenths of the teachers (88.88 percent) replied yes.

Table 1

Should the Role of the Teacher Aide Include Non-instructional Duties as Perceived by the Teachers?  
Items 1, 2, 8, 12, 17, 19

Yes		No		Unsure	
No.	%	No.	%	No.	%
160	88.88	10	5.5	10	5.5

As shown in Table 2, an overwhelming majority of participants agreed that teacher aides should assist teachers with instructional duties.



Eighty-three percent of the teachers responded yes.

Table 2

Should the Role of the Teacher Aide Include  
Instructional Duties as Perceived by the Teachers?

Items: 4, 7, 10, 11, 13, 23

Yes		No		Unsure	
No.	%	No.	%	No.	%
150	83.33	18	10	12	6.66

As may be noted in Table 3, only sixty-four percent of the teachers agreed that the teacher aides should perform interventional duties. Eighteen percent of the teachers disagreed and seventeen percent were unsure.

Table 3

Should the Role of the Teacher Aide  
Include Interventional Duties as Perceived by the  
Teachers?

Items: 5, 6, 14, 18, 22, 24

Yes		No		Unsure	
No.	%	No.	%	No.	%
116	64.44	33	18.33	31	17.22

Table 4 indicates that only ten percent of the participants felt that professional duties should be included in the role definition of the teacher aides. Twenty-one percent stated clearly, that teacher aides should not be responsible for professional duties, sixty-eight percent were unsure.

Table 4

Should the Role of the Teacher Aide Include Professional Duties as Perceived by the Teachers?

Items: 3, 9, 15, 16, 20, 21

Yes		No		Unsure	
No.	%	No.	%	No.	%
18	10	38	21.11	124	68.88

Question 2. Should the teacher aide program of the Silver Lake School District as perceived by the teachers include teacher aide training for non-instructional, instructional, interventional, and professional duties?

Table 5 indicates that most of the respondents felt that teacher aides should receive training for non-instructional duties. Forty-two percent of the teachers replied that teacher aide training for non-instructional duties was very important, while forty-four percent replied helpful.

Table 5

Should the Training of the Teacher Aide Include Non-instructional Duties as Perceived by the Teachers?

Items: 1, 8, 10, 11, 18

Very Important		Helpful		Unnecessary	
No.	%	No.	%	No.	%
63	42	67	44.66	20	13.33

As noted in Table 6, the majority of participants felt that teacher aide training for instructional duties was very important. Sixty-five percent of the teachers responded very important, while thirty percent felt the training would be helpful. Only four percent of the teachers felt such training was unnecessary.

Table 6

Should the Training of the Teacher Aide  
Include Instructional Duties as Perceived by the  
Teachers?

Items: 5, 6, 9, 13, 16, 17, 19

Very Important		Helpful		Unnecessary	
No.	%	No.	%	No.	%
137	65.24	63	30	10	4.76

Table 7 indicates that only seventeen percent of the teachers felt that training was very important for interventional duties. Forty-one percent marked helpful, while another forty-one percent indicated that such training was unnecessary.

Table 7

Should the Training of the Teacher Aide  
Include Interventional Duties as Perceived by the  
Teachers?

Items: 3, 4, 14

Very Important		Helpful		Unnecessary	
No.	%	No.	%	No.	%
16	17.77	37	41.11	37	41.11

As shown in Table 8, more than half of the respondents felt that teacher aide training for professional duties was either very important or helpful. Thirty-eight percent of the teachers marked unnecessary.

Table 8

Should the Training of the Teacher Aide Include Professional Duties as Perceived by the Teachers?

Items: 2, 7, 12, 15

Very Important		Helpful		Unnecessary	
No.	%	No.	%	No.	%
36	30	38	31.66	46	38.33

Question 3. Do the duties included in the role definition of the teacher aide as perceived by the teachers correspond with the duties requiring training for the teacher aide as perceived by the teachers?

Table 9 indicates that a strong relationship exists between the duties included in the role definition and those requiring training for the first category of non-instructional duties as responded by all

of the participants. Similarly, Table 10 exhibits the strong relationship existent between those duties designated as appropriate for the teacher aides to perform and those duties determined as requiring teacher aide training for the second category of instructional duties as perceived by the teachers.

Table 9

Relationship of Non-instructional Duties

Role		Training	
Yes Only		Very Important/Helpful	
No.	%	No.	%
160	88.88	130	85.66

Table 10

Relationship of Instructional Duties

Role		Training	
Yes Only		Very Important/Helpful	
No.	%	No.	%
150	83.33	200	95.24

As may be noted in Table 11, a strong relationship is evident between the role duties and those needing training for the third category of interventional duties. However, a smaller percentage (64 percent) felt they should perform interventional duties when compared to non-instructional and instructional duties.

Table 11

Relationship of Interventional Duties

Role		Training	
Yes Only		Very Important/Helpful	
No.	%	No.	%
116	64.44	53	58.88

As shown in Table 12, a weak relationship exists between the role and training duties for the fourth category of professional duties as indicated by the respondents. Whereas only ten percent of the teachers felt the teacher aides should assist with professional duties, sixty-one percent replied that training for professional duties was either very important or helpful.

Table 12  
Relationship of Professional Duties

Role		Training	
Yes Only		Very Important/Helpful	
No.	%	No.	%
18	10	74	61.66

Question 4. Should the teacher aide program of the Silver Lake School District include training for the teachers working with teacher aides?

As may be noted in Table 13, an overwhelming majority of participants agreed that teachers need in-service education on how to work effectively with teacher aides. Ninety percent indicated a need for the inservice, 6 percent were unsure and 3 percent felt that they did not need training to work with teacher aides.



Table 13

Item 20: Teachers Need In-Service on How To  
Work Effectively with Teacher Aides

Yes		No		Unsure	
No.	%	No.	%	No.	%
27	90	1	3.33	2	6.66

Question 5. Is the role of the teacher  
changing with the introduction of teacher aides into  
the classroom?

Table 14 indicates that fifty percent of the teachers agreed that the role of the teacher is changing. Sixteen percent of the participants were unsure of the changing role of the teacher and a seemingly large percent (thirty-three) felt the role was not in a state of change.

Table 14

Item 21: Is the Role of the Teacher  
Changing With the Introduction of Teacher Aides?

Yes		No		Unsure	
No.	%	No.	%	No.	%
15	50	10	33.33	5	16.66

Question 6. Should the teacher aide program of the Silver Lake School District reflect the career ladder concept?

Table 15 indicates that a majority of the respondents favored the career ladder approach for paraprofessionals. Sixty-five percent favored the career ladder concept, while thirty percent were unsure and only five percent were opposed.

Table 15

Should the Teacher Aide Training Program  
Reflect the Career Ladder Concept?

Items: 22 and 23

Yes		No		Unsure	
No.	%	No.	%	No.	%
39	65	3	5	18	30

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to outline the role of the elementary school, classroom teacher aide and to clarify the training needed for the teacher aide.

Based on the review of related literature and research, two questionnaires on the role and the training of the teacher aide were developed. During the spring of 1977, both questionnaires were distributed to the teachers of the Silver Lake School District. The total population of thirty classroom teachers returned the questionnaires. They were surveyed as to (1) their perceptions of the role of the teacher aide and (2) their perceptions of the training needed for the teacher aide. The results of the returned questionnaires were tabulated and analyzed according to the percentage of responses to the questionnaire items. Answers to the six questions posed in Chapter I were pursued in the analysis of the data in Chapter III.

## Conclusions

Based on the data analyzed in this study, the following conclusions are presented:

1. The first research objective was supported in part. The teachers agreed that the role of the teacher aide should include non-instructional and instructional duties; they disagreed about interventional and professional duties.

Only sixty-four percent of the teachers agreed that teacher aides should perform interventional duties. The remaining thirty-six percent were unsure or indicated a negative response.

Ten percent of the participants felt that professional duties should be included in the role definition of the teacher aide.

The majority, ninety percent, agreed that the teacher aide should not be responsible for professional duties.

2. The second research objective was supported in part. While the teachers agreed that the training needed for the teacher aides should include non-instructional and instructional

duties, they disagreed about interventional and professional duties.

Only seventeen percent of the teachers felt that training was important for interventional duties. Forty-one percent indicated that this preparation would be helpful, while another forty-one percent marked that it was unnecessary.

The majority of the respondents stated that the teacher aide program should include training for professional duties. However, thirty-eight percent replied that such training was unnecessary.

3. A strong relationship existed between the duties included in the role definition of the teacher aide as perceived by the participants and the duties that would require training in the three categories of non-instructional duties, instructional duties, and interventional duties. The teachers felt non-instructional duties and instructional duties should be included in the role definition of the teacher aide and indicated teacher aides should receive

training to perform these duties. While the respondents were uncertain about teacher aides assuming interventional duties, they also did not agree about teacher aide training for such duties.

A weak relationship was existent in the category of professional duties. While only ten percent of the teachers felt that professional duties should be included in the role definition of the teacher aide, a majority of the participants replied that teacher aide training for professional duties should be included in the teacher aide training program for the Silver Lake School District. A large percentage of research participants agreed that educational opportunities to become advanced teacher aides and eventually teachers, should be available for teacher aides with ability and interest, thereby explaining the participants response to teacher aide training for professional duties.

4. The majority of respondents agreed with the fourth research objective, the teacher aide

program of the Silver Lake School District should include training for the teachers with teacher aides.

5. Fifty percent of the participants agreed that the role of the teacher is changing with the introduction of teacher aides into the classroom. Sixteen percent of the teachers were unsure of the changing role and a seemingly large percent (thirty-three) felt the role was not in a state of change.
6. Since a large percentage of the respondents agreed with research objective number six, the teacher aide program of the Silver Lake School District should reflect the career ladder concept.

#### Recommendations

1. A career ladder plan should be implemented for the teacher aides in the Silver Lake School District. For each level of teacher aide position in the career ladder plan, a corresponding job description should be written. Thus, research is needed to determine the various levels of teacher aide

- positions to be included in the teacher aide program of the Silver Lake School District.
2. The training component of the teacher aide program in the Silver Lake School District should be organized, so that a teacher aide with ability and interest can progress through various levels of teacher aide positions to become a certified teacher.
  3. A graduated salary schedule commensurate with the experience and the education of the teacher aide should be provided for the teacher aides in the Silver Lake School District.
  4. Though the review of literature indicated that the teacher aides are effective in bringing the home and school closer together, the educators surveyed in the Silver Lake School District were uncertain as to appropriateness of interventional duties for teacher aides. Thus, further research is needed concerning interventional duties for the teacher aides in the Silver Lake School District.
  5. Since there was a seemingly mixed stance on the changing role of the classroom teacher with the introduction of teacher aides into the



classroom, research is needed to clarify  
this emerging role of the classroom  
teacher.

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APPENDIX A

Letter to Wisconsin School Districts

# RIVERVIEW SCHOOL

70

BOARD OF EDUCATION  
GLENN WETHERBEE-PRESIDENT  
MARJORIE KRUZAN-CLERK  
ESTHER THORNTON-TREASURER  
LOIS REBICEK-MEMBER  
CHARLES LOOS-MEMBER

JOINT SCHOOL DISTRICT No. 1  
SILVER LAKE - TOWN OF SALEM  
300 PROSSER STREET  
SILVER LAKE, WISCONSIN 53170

TELEPHONE 414-889-4384

PERRY K. HELLMUM  
DISTRICT ADMINISTRATOR  
DOUGLAS R. FELD  
ADMINISTRATIVE ASSISTANT

October 26, 1976

Dear \_\_\_\_\_,

I am in the process of researching information for an Education Specialist Field Study on the topic of the role and training of teacher aides.

If your school district has compiled a teacher aide handbook or have developed guidelines concerning the role and training of teacher aides, I would appreciate receiving a copy.

Please bill me for incurred costs.

Thank you for your assistance.

Sincerely,

Perry K. Hellum  
District Administrator

PKH/ks

APPENDIX B

Letter to the Faculty of the  
Silver Lake School District



# RIVERVIEW SCHOOL

71

BOARD OF EDUCATION  
GLENN WETHERBEE-PRESIDENT  
MARJORIE KRUZAN-CLERK  
ESTHER THORNTON-TREASURER  
LOIS REBICEK-MEMBER  
CHARLES LOOS-MEMBER

JOINT SCHOOL DISTRICT No. 1  
SILVER LAKE - TOWN OF SALEM  
300 PROSSER STREET  
SILVER LAKE, WISCONSIN 53170

TELEPHONE 414-889-4384

PERRY K. HELLMUM  
DISTRICT ADMINISTRATOR  
DOUGLAS R. FELD  
ADMINISTRATIVE ASSISTANT

May 9, 1977

Dear Teachers:

I am conducting a survey on the role of the classroom teacher aide and the training needed for the classroom teacher aide. I hope the results of this survey will be useful in establishing an effective and meaningful teacher aide training program for our district.

Please fill out both questionnaires and return to me by May 13th, or sooner.

Your cooperation is appreciated. Thank you for your participation.

Sincerely,

Perry K. Hellum  
District Administrator

APPENDIX C

Questionnaire on the Role of  
the Teacher Aide

Role of the Elementary School,  
Teacher Aide

DIRECTIONS: This survey is to determine what duties are most appropriate for the teacher aide to perform. Please check the most appropriate answer. Please make any comments in the space provided. Your cooperation is appreciated. Thank you.

DUTIES	YES	UNSURE	NO	COMMENTS
1. Record students' names, ages, and addresses on cum folders and tests.				
2. Straighten materials and equipment in the room to keep room neat and orderly.				
3. Evaluate a student's progress in mastering a skill or concept.				
4. Make instructional games, posters, and charts.				
5. Call parents to attend P.T.A. or Home and School Club activities.				
6. Make home visits with the teachers.				
7. Discipline students in accordance with the teacher and school's disciplinary procedures.				
8. Supervise students during recess and bus loading.				

Role of the Elementary School,  
Teacher Aide  
(continued)

DUTIES	YES	UNSURE	NO	COMMENTS
9. Prepare lesson plans.				
10. Read stories to a group of children or to the class.				
11. Write stories as children dictate them.				
12. Set up and run the movie projector.				
13. Work with small groups of children on developing skills and concepts.				
14. Attend Open House and other school-community functions.				
15. Make decisions concerning a student's learning problems or progress.				
16. Diagnose a student's learning difficulties.				
17. Help students clean up after an activity.				
18. Call parents to assist on field trips.				
19. Run off dittoes on the duplicator.				
20. Select learning materials and methods for an individual student or a small group of children.				

Role of the Elementary School,  
Teacher Aide  
(continued)

DUTIES	YES	UNSURE	NO	COMMENTS
21. Interpret test results to diagnose a student's learning problems.				
22. Contact parents to participate in classroom activities.				
23. Tutor individual students.				
24. Discuss community attitudes and activities with the teacher.				

APPENDIX D

Questionnaire on the Training Needed  
for the Teacher Aide

Training Needed for the Teacher Aide

DIRECTIONS: This survey is to determine which duties require training (such as, workshops and courses) for the teacher aide. Please check the most appropriate answer. Please make any comments in the space provided. Your cooperation is appreciated. Thank you.

\*PLEASE NOTE: 1-Very Important 2-Helpful 3-Unnecessary

DUTIES	1	2	3	COMMENTS
1. Set up and operate the A-V equipment. (Movie projector, tape recorder, etc.)				
2. Prepare lesson plans.				
3. Call parents to assist on field trips or participate in classroom activities.				
4. Discuss community attitudes and activities with the teacher.				
5. Be familiar with basic concepts in subject areas (math, reading, language arts, etc.).				
6. Discipline students in accordance with the teacher's disciplinary procedures.				
7. Select learning materials and methods for an individual student or small groups.				

Training Needed for the Teacher Aide  
(continued)

DUTIES	1	2	3	COMMENTS
8. Supervise students during recess and bus loading.				
9. Make instructional games, posters, charts.				
10. Understand the responsibilities of filling out a time sheet and attendance.				
11. Record students' names, ages, and addresses on cum folders and tests.				
12. Evaluate a student's progress in mastering a skill or concept.				
13. Understand the duties of the teacher aide with relation to those of the teacher.				
14. Make home visits with the teacher.				
15. Diagnose a student's learning difficulties.				
16. Communicate effectively with the teacher; offer ideas, thoughts, and opinions.				
17. Work with an individual student or with small groups on developing skills and concepts.				



Training Needed for the Teacher Aide  
(continued)

DUTIES	1	2	3	COMMENTS
--------	---	---	---	----------

18. Run off dittoes on the duplicator.

19. Know the rules and regulations of the elementary school.

\*PLEASE NOTE: For the next four questions, please circle your answer.

20. Teachers need in-service on how to work effectively with teacher aides.  
(a) yes (b) unsure (c) no

21. Is the role of the teacher changing with the introduction of teacher aides into the classroom? (a) yes (b) unsure (c) no

22. Educational opportunities should be available for teacher aides with ability and interest to become advanced teacher assistants and eventually teachers.  
(a) yes (b) unsure (c) no

23. A graduated salary schedule should be provided for different levels of teacher aides according to years of experience and credits earned.  
(a) yes (b) unsure (c) no

APPENDIX E

Item-by-Item Tabulation for the  
Questionnaire on the Role of  
the Teacher Aide

Role of the Elementary School,  
Teacher Aide

DIRECTIONS: This survey is to determine what duties are most appropriate for the teacher aide to perform. Please check the most appropriate answer. Please make any comments in the space provided. Your cooperation is appreciated. Thank you.

DUTIES	YES		UNSURE		NO		COMMENTS
	No.	%	No.	%	No.	%	
1. Record students' names, ages, and addresses on cum folders and tests.	19	63	4	13	7	23	
2. Straighten materials and equipment in the room to keep room neat and orderly.	28	93	0	0	2	7	
3. Evaluate a student's progress in mastering a skill or concept.	5	16	5	16	20	67	
4. Make instructional games, posters and charts.	29	97	1	3	0	0	
5. Call parents to attend P.T.A. or Home and School Club activities.	22	73	6	20	2	7	
6. Make home visits with the teachers.	6	20	11	37	13	43	
7. Discipline students in accordance with the teacher and school's disciplinary procedures.	15	50	7	23	8	27	78
8. Supervise students during recess and bus loading.	25	83	5	16	0	0	

Role of the Elementary School,  
Teacher Aide  
(continued)

DUTIES	YES		UNSURE		NO		COMMENTS
	No.	%	No.	%	No.	%	
9. Prepare lesson plans.	2	7	3	10	25	83	
10. Read stories to a group of children or to the class.	30	100	0	0	0	0	
11. Write stories as children dictate them.	21	70	7	23	2	7	
12. Set up and run the movie projector.	29	97	0	0	1	3	
13. Work with small groups of children on developing skills and concepts.	29	97	1	3	0	0	
14. Attend Open House and other school-community functions.	18	60	5	17	7	23	
15. Make decisions concerning a student's learning problems or progress.	2	7	6	20	22	73	
16. Diagnose a student's learning difficulties.	3	10	3	10	24	80	
17. Help students clean up after an activity.	29	97	1	3	0	0	
18. Call parents to assist on field trips.	28	93	1	3	1	3	

Role of the Elementary School,  
Teacher Aide  
(continued)

DUTIES	YES		UNSURE		NO		COMMENTS
	No.	%	No.	%	No.	%	
19. Run off dittoes on the duplicator.	30	100	0	0	0	0	
20. Select learning materials and methods for an individual student or a small group of children.	5	17	15	50	10	33	
21. Interpret test results to diagnose a student's learning problems.	1	3	6	20	23	77	
22. Contact parents to participate in classroom activities.	22	73	3	10	5	17	
23. Tutor individual students.	26	87	2	6	2	6	
24. Discuss community attitudes and activities with the teacher.	20	67	7	23	10	10	

APPENDIX F

Item-by-Item Tabulation for  
the Questionnaire on the  
Training Needed for the Teacher Aide

Training Needed for the Teacher Aide

DIRECTIONS: This survey is to determine which duties require training (such as, workshops and courses) for the teacher aide. Please check the most appropriate answer. Please make any comments in the space provided. Your cooperation is appreciated. Thank you.

\*PLEASE NOTE: 1-Very Important 2-Helpful 3-Unnecessary

DUTIES	1		2		3		COMMENTS
	No.	%	No.	%	No.	%	
1. Set up and operate the A-V equipment. (Movie projector, tape recorder, etc.)	15	50	14	47	1	3	
2. Prepare lesson plans.	6	20	3	10	21	70	
3. Call parents to assist on field trips or participate in classroom activities.	7	23	3	10	20	67	
4. Discuss community attitudes and activities with the teacher.	6	20	17	57	7	23	
5. Be familiar with basic concepts in subject areas (math, reading, language arts, etc.).	25	83	5	17	0	0	
6. Discipline students in accordance with the teacher's disciplinary procedures.	12	40	14	47	4	13	
7. Select learning materials and methods for an individual student or small groups.	11	37	13	43	6	20	

Training Needed for the Teacher Aide  
(continued)

DUTIES	1		2		3		COMMENTS
	No.	%	No.	%	No.	%	
8. Supervise students during recess and bus loading.	11	37	16	53	3	10	
9. Make instructional games, posters, charts.	17	57	13	43	0	0	
10. Understand the responsibilities of filling out a time sheet and attendance.	12	40	15	50	3	10	
11. Record students' names, ages, and addresses on cum folders and tests.	10	33	12	40	8	27	
12. Evaluate a student's progress in mastering a skill or concept.	10	33	12	40	8	27	
13. Understand the duties of the teacher aide with relation to those of the teacher.	22	73	8	27	0	0	
14. Make home visits with the teacher.	3	10	17	57	10	33	
15. Diagnose a student's learning difficulties.	9	30	10	33	11	37	
16. Communicate effectively with the teacher; offer ideas, thoughts, and opinions.	16	53	11	37	3	10	8



Training Needed for the Teacher Aide  
(continued)

DUTIES	1		2		3		COMMENTS
	No.	%	No.	%	No.	%	
17. Work with an individual student or with small groups on developing skills and concepts.	23	77	6	20	1	3	
18. Run off dittoes on the duplicator	15	50	10	33	5	17	
19. Know the rules and regulations of the elementary school.	22	73	6	20	2	7	

\*PLEASE NOTE: For the next four questions, please circle your answer.

20. Teachers need in-service on how to work effectively with teacher aides.

(a) yes	(b) unsure	(c) no
No. <u>27</u>	No. <u>2</u>	No. <u>1</u>
% <u>90</u>	% <u>7</u>	% <u>3</u>

21. Is the role of the teacher changing with the introduction of teacher aides into the classroom?

(a) yes	(b) unsure	(c) no
No. <u>15</u>	No. <u>5</u>	No. <u>10</u>
% <u>50</u>	% <u>17</u>	% <u>35</u>

Training Needed for the Teacher Aide  
(continued)

DUTIES	1		2		3		COMMENTS
	No.	%	No.	%	No.	%	
22. Educational opportunities should be available for teacher aides with ability and interest to become advanced teacher assistants and eventually teachers.							
(a) yes	22	73					
(b) unsure	8	27					
(c) no	0	0					
23. A graduated salary schedule should be provided for different levels of teacher aides according to years of experience and credits earned.							
(a) yes	17	57					
(b) unsure	10	33					
(c) no	3	10					

APPENDIX G

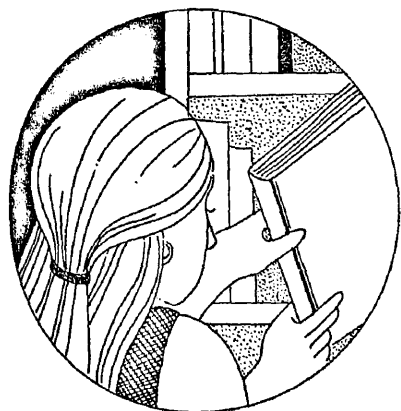
Teacher Aide Handbook  
for the Silver Lake School District

**HANDBOOK**



**FOR**

**TEACHER AIDES**



JOINT DISTRICT NO.1, SILVER LAKE

SILVER LAKE, WISCONSIN

## FORWARD

Congratulations! As a teacher aide actively engaged in the classroom or as someone interested in joining the profession, you are involved in one of the newest and most exciting educational occupations. The challenge of this new career will add a dynamic dimension to your life!

In the beginning you may have many apprehensions, fears, misgivings and generally "second thoughts" about this new venture. The challenge of newness alone gives rise to fear and doubt. However, these gnawing and questioning doubts should serve as factors of encouragement, for any person who seeks new challenges without these apparent apprehensive doubts is doomed to failure from the start.

This handbook is to serve only as a guide for you. Remember, that each teacher and aide relationship will be unique to the classroom with the aide working directly under the supervision of the classroom teacher.

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INTRODUCTION

## Your New Career as a Teacher Aide

Opportunities and Rewards

You, a teacher aide, have become an important part of Riverview School, sharing in the work of the team of adults who have been selected to teach the children in our community.

It is appropriate that the teacher be afforded useful resources, both human and nonhuman, in carrying out their responsibility to meet pupils' learning needs. As teachers strive to individualize instruction by directing teaching-learning resources to the specific needs of particular pupils, the appropriateness of teacher aides becomes apparent.

To be a teacher aide is not only a convenient way to earn extra money, but it affords you the opportunity to observe the processes and values of the school. Your success as an aide will depend on the effort that you make and the satisfaction that you derive from working with children.

Today's classroom is very different from the one-room school house of yesteryear. Schools are larger, yet facilities are still limited because of the



population increase. Changing times and children have demanded growth in teaching personnel and changes in curriculum. Change is good, but it demands more training and more teaching time.

This is how you can assist the teacher. As an aide working with the teacher to whom you are assigned, you can relieve the teacher of many clerical jobs she has to do. But beyond this, if you are willing to try, you can fit, with teacher guidance, into many classroom activities.

#### Working with Teachers

Every day you have an opportunity to learn more about your job as an aide. Consider, for instance, all the discussions that take place in a school, such as those in faculty meetings, team meetings, lunchroom gatherings, before or after school "chats" with your teacher or with members of the faculty who drop by to relax, or in the daily planning periods. Try to take advantage of these opportunities, especially those that bring you closer to the teachers for whom you work.

Your education begins the day you first help to get the classroom ready for the students. As you arrange desks, store supplies, count books, put up bulletin

boards, sharpen pencils, make name tags, and so on, ask your teacher questions about your job. You should understand a little about the subjects that are taught and grade levels of the textbooks used. You should know the scheduling procedures and the methods used to keep attendance records, list supplies, and keep inventory. Ask yourself:

Are you required to make or keep reports of conferences? What educational machines are available, such as mimeograph machine, photocopier, typewriter, film projector, tape recorder, controlled reader? What are you supposed to know about them and their use? List your specific duties, and take notes that will help you to remember, clarify, and evaluate as you proceed from day to day.

### Working with Children

Children differ in size, shape, color, beauty, energy level, behavior, speech, temperament, interest, and background experiences. Education decrees that you accept each, just as he is, and create conditions which will be constant and conducive to learning. Affection, sympathy, tolerance, a sense of humor--these are some of the qualities that you should try to bring to school every

morning. They are qualities that require constant nurture, a continuing effort to deepen your understanding of children and their often puzzling behavior.

The daily lesson plan that your teacher and you decide to use will be of utmost importance. In this lesson plan, your teacher indicates the general plan for lessons and activities, noting timing through the day. Beside this plan she lists the activities that will be expected of you. Adequate preparation of this kind avoids classroom disruptions.

Here are some classroom-tested suggestions for new teacher aides:

Plan seating arrangement to facilitate knowing the names of your students. Distribute name tags for the first few days, or put pupils' names on their desks. As you take attendance, notice what makes each child distinctive, their personal backgrounds, experiences, likes and dislikes. You will rise in Johnny's esteem when you are able to say, "I hear that you and your brother Tom play ball in the Little League." It's the personal things that help you to gain their friendship.

Meet the children at the door every morning.

Begin your day's assignment as soon as possible.

Be sure that you have enough work sheets, pencils, or whatever available. If you make work sheets, have

clear readable copies.

Walk around the room, go to pupils' desks, and answer questions cordially but try to be as brief as possible.

Have your desk located where you can see each of the students. When there are questions, insist that pupils raise their hands. Then you can answer one at a time. Don't allow more than one pupil at your desk at the same time until you are sure that you have the whole class in control.

If children are busy and involved in classroom activities, you probably won't have to scold. But if an occasion that demands a reprimand arises, take Johnny out in the hall and keep your criticism fair and constructive. Refer more serious discipline problems to your teacher.

When you are asked to give directions for a work sheet, know the answers. Explain the sheet in your own words. Be sure that the student fully understands.

Use a firm, soft voice. Believe in your students, expect them to do well, challenge them to do their best.

Correct papers (if that's part of your job) as soon as possible, so the teacher can discuss results with pupils.

Know where each child is at all times. Try to check pupils making unnecessary trips to lavatory, nurse, home desk, and so on. Give the child the benefit of the doubt, but notice how many times he asks to be excused. Too frequent visits may be the symptoms of an underlying problem for referral to the teacher or nurse.

Avoid outside interruptions while you are supervising children. Parents often stop by to ask questions or gossip, and teachers may ask for supplies and records. Don't be afraid to tell them that you will take care of their problems later. They will respect your judgment.

Use pupils to help you keep the classroom in order, but be sure you are fair and give everyone an opportunity. Always supervise them. Remember they are children and need guidance. Help them to succeed with whatever they undertake.

If you are requested to take care of money, keep accurate records. Children are easily confused and forgetful.

Dress neatly. It sets up your day when someone remarks how nice you look.

Help to create a happy, pleasant classroom atmosphere, in which the children, your teacher, and you, yourself, can learn and teach and thrive together.

#### Accidents Do Not Just Happen

Safety should be a part of everything you do, in the classroom and out.

Many accidents are caused by carelessness. A teacher or an aide needs, "eyes in the back of her head." Try to foresee an accident before it can happen. Always be aware of accident possibilities.

As an aide, you should know what to do, and what not to do, in case of emergencies. Discuss this with your teacher. Find out what the school policy is. Are you expected to call the teacher, principal, or nurse? Don't treat injuries unless you have absolutely no one to turn to. Always try to let someone who is your superior in authority take over if possible.

#### Remember

It's your job to assist your teacher in every way you can.

You and your teacher as a team are working together with all the others in the school--and the school

system--to better the education of the children.

As you gain experience, you'll find yourself assuming more responsibilities.

Good luck in your new career!

SELECTION OF TEACHER AIDES

## Teacher Aide Employment Procedure

The employment procedure for teacher aides is as follows:

1. The Superintendent's Office places a notice in the public press announcing that applications are being received and specifying, if the positions have already been designated, what positions are open. Such announcement might also describe minimum job applicant qualifications.
2. Applicants complete application form available from the Office of the Superintendent.
3. Upon receipt and evaluation of the application form, selected candidate will be notified and an interview with an administrator arranged.
4. Applicants who have been offered employment must comply with State health requirements.
5. All applicants will be notified as to disposition of their application.



APPLICATION FOR TEACHER AIDE POSITION

Biographical Background

Name \_\_\_\_\_  
 Present Address \_\_\_\_\_  
 Telephone Number \_\_\_\_\_  
 Birth Date \_\_\_\_\_  
 Marital Status \_\_\_\_\_  
 Children and their Ages \_\_\_\_\_  
 \_\_\_\_\_

Educational Background

Name of School	Dates of Attendance	Dip./Deg.
Grade School _____		
High School _____		
College _____		

Employment Background

Type of Activity	Dates of Employment (Begin with most recent)	Location
_____		
_____		
_____		

Special Background

Please include experiences with children and any hobbies or travel which should be considered in evaluating this application.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

References

Please list three references, giving name, address, and telephone number.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## JOB DESCRIPTION

## Teacher Aide

Definition

Under supervision, to assist a teacher in the supervision and training of students in the classroom; and to do related work as required.

Examples of Duties

Assist pupils to move from place to place in an orderly manner; assist pupils with personal care; arrange classroom or outdoor work area for planned activities; assist teacher in taking roll, flag salute, fire drill, and taking pupils to library; assist teacher in preparation of materials needed for the instructional program; assist with the lunch period and snack time; assist the teacher with group activities, such as games, sports, exercises, music, and dancing; assist teacher in maintaining cordial relationships between home and school; assist teacher in maintaining good housekeeping standards; may relieve the teacher for a duty-free lunch period; operate duplicating machine; correct students' papers. Work with individual students under the supervision of the teacher.

Desirable Qualifications

## Knowledge of:

Good English usage, spelling, and grammar;  
Elementary arithmetic.

and

## Ability to:

Help a child to achieve for himself;  
Resist the tendency to allow a pupil to  
become over-dependent;  
Respect individual children and show  
patience, compassion and tolerance for  
differences;  
Maintain good interpersonal relationships and  
cooperate closely with the teachers;  
Respect the confidential nature of pupil records  
and school reports;  
Maintain appropriate personal habits, e.g.,  
cleanliness and neatness.

and

## Experience:

Past experience in working with children  
preferred.

(12)

## TRAINING

### Training of Aides

Programs will include basic knowledge of school operations and procedures so as to enable aides to become an integral part of a school staff. Also, certain skills for working with children will be identified as basic to all aides regardless of grade level or subject assignment. The depth and duration of training programs needed will depend, in the final analysis, upon the competencies and skills possessed by the aides and the competencies required for specific aide assignments.

To provide opportunity for growth in effectiveness and to offer a basis for developing general competencies as well as specific skills, three types of training programs are recommended:

#### A. Pre-School Workshop

At the beginning of the school year a one-day to three-day workshop for new aides including the following topics: (1) role of the teacher, (2) role of the aide, (3) general considerations, such as appearance, attitude, and cooperation, (4) introduction to child behavior characteristics, (5) preparation of materials, (6) general classroom

operations, such as filing, attendance, and bulletin boards, (7) first aid, and (8) orientation to the particular school and staff.

B. In-Service Training

A systematic program of training carried on after the aides have begun their work and including such topics as: (1) more extensive consideration of the topics listed in (a) above, (2) objectives and functions of the school, (3) child growth and development, and (4) general methods and materials in particular subject areas.

C. On-the-Job Training

The day-by-day interaction between aides and professional staff members with whom they work. An understanding of objectives, philosophy, and techniques is effectively developed through observation and critical consideration of actual experience with subsequent opportunities to discuss, to raise questions, and to clarify ideas and concepts. Teachers can and should assume a role of increasing the competencies of aides.

The training program for aides will be so organized as to enable them to continue their development either in the

direction of more competence as aides or toward full teacher status. Credit course work and workshops conducted by institutions of higher education can contribute to career development and should be encouraged on a planned basis.

Orientation of the Professional Teacher to Make Effective Use of Aides

Recognizing that the use of aides is a new experience for many, it is recommended that in-service programs be established to acquaint teachers with the types of assistance that can be obtained from the paraprofessional. Such training is important to insure effective use of teacher aides.

It is also important for teachers to carry on continuing planning sessions to clarify and amplify their roles as coordinators, supervisors, and directors of learning making optimal use of all available resources.

EVALUATION

The purpose of evaluation is to find out if the use of aides accomplishes the purposes for which they have been employed. Does improved instruction and learning result? Is teacher professionalism enhanced? Are new employment and career opportunities provided?

If there is to be evaluation, the school must list its objectives for using aides. There must be consensus among teachers, aides, and administrators regarding these objectives.

Specifics such as pupil attendance, student attitude and behavior, new practices, community support of schools, teacher turnover, and academic achievement should be observed. Reports of teacher time use, and working relationships should be gathered. Is there added time for instructional service to children? Is the teacher's role changing?

Aides' employment for instructional, technical, and service functions should be documented. Throughout, attention to activities and relationships especially conducive to tension buildup or reduction between the

teacher and the paraprofessional should be noted.

The local school district will at least annually summarize its paraprofessional and aide experience including in the summary such items as: numbers of aides, assignments, duties, qualifications, compensation, turnover, time use, and pupil progress.

#### Evaluation of Teacher Aides

1. Teacher aides will be formally evaluated annually near the close of the school year or the end of the project life.
2. The responsibility for the completion of the evaluation report is that of the school principal.
3. Classroom teachers using teacher aides will be given an appropriate opportunity by the principal to participate in the evaluation of an aide assigned to the teacher. The nature of this participation will be determined by the principal; the responsibility for completing and submitting the evaluation report will remain that of the principal.
4. Teacher aides will be given an opportunity to see



the formal evaluation report before it is submitted by the principal. It is suggested that a conference with the aide be held at or prior to that time.

### Evaluation

Evaluation - Your own check list. Which characteristics do you feel you have?

1. A sincere fondness and respect for children
2. A warm, enthusiastic, and friendly personality
3. An ability to adjust to ever-changing situations and duties assigned by teacher, team leader, and/or principal.
4. An ability to work cooperatively with all school personnel
5. A loyalty to all personnel with whom you have contact
6. Willingness to learn and adhere to the ethics and standards of the professional staff.

TEACHER AIDE EVALUATION FORM

Name of Teacher Aide \_\_\_\_\_ School \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Evaluator: \_\_\_\_\_

Self Evaluation \_\_\_\_\_ Supervisory Evaluation \_\_\_\_\_

Please check the following:	Excellent	Above Average	Average	Below Average	Unsatisfactory
I. <u>General Appearance</u>					
<u>Personal Characteristics</u>					
<u>Attitude Toward Job</u>					
<u>Ability to Help and Work with Teacher(s)</u>					
<u>Enthusiasm</u>					
<u>Punctuality and Attendance</u>					
<u>Clerical Skills</u>					
<u>Organization of Work</u>					
<u>Creativity (if applicable)</u>					
<u>Other Characteristics:</u>					

- II. What are the particular strengths of this aide?
- III. What are the particular weaknesses of this aide?
- IV. In what areas has this aide been of most help to the teacher and/or students?
- V. Do you recommend the aide for re-employment for coming school year?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Doubtful \_\_\_\_\_  
Comments:
- VI. Is the aide desirous of continuing her employment?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Doubtful \_\_\_\_\_  
Comments:
- VII. Additional Comments or Observations:

## TEACHER EVALUATION OF AIDES

1. Have you been able to devote more time to pupils who need individual help since you have had an aide?

Yes \_\_\_ No \_\_\_

Comment:

2. Do you feel the climate for learning has been improved through the services of an aide?

Yes \_\_\_ No \_\_\_

Comment:

3. Has there been any evidence of changes in your pupils (attitudes, self-concept, achievement, etc.) as a result of having the services of an aide?

Yes \_\_\_ No \_\_\_

Comment:

4. If your aide has assisted in the reading program, do you feel she has helped to improve reading skills of pupils?

Yes \_\_\_ No \_\_\_

Comment:

5. Does the aide have good rapport with the class?

Yes \_\_\_ No \_\_\_

Comment:

6. Do you feel that you have had to spend a great deal of time instructing the aide?

Yes \_\_\_ No \_\_\_

About how much time do you spend daily?

7. Has the aide shown any initiative in helping in the classroom?

Yes \_\_\_\_ No \_\_\_\_

If so, how?

8. In what areas was the aide most helpful?

Least helpful?

9. What skills or techniques used by the aide were most helpful?

10. Would you like to have the services of an aide for another year?

Yes \_\_\_\_ No \_\_\_\_

Comment:

11. What would you suggest as additional training?

ROLES, RELATIONSHIPS, AND RESPONSIBILITIES

What the teacher aide does will vary from school to school and from classroom to classroom. It will depend on the needs of the community, the school and the pupils. It also is determined by the creativity of the teacher or the school using aides, within the context of school policy and state law.

In the division of labor regarding the roles of the professional teacher and the teacher aide the following distinctions need to be stressed:

- A. A professional teacher is one who, by reason of education, certification, and assignment, is responsible for:
1. diagnosing the educational needs of individual students,
  2. prescribing the learning experiences which best meet students' needs,
  3. evaluating pupil progress,
  4. practicing certain teaching and supervisory responsibilities consistent with good educational practice and established school policy, including the supervision of teacher aides.

B. A teacher aide is one who assists teachers, but assumes no professional responsibility. Since the teacher, not the aide, is accountable for the educational practice in the classroom, it is assumed that rarely would the teacher assign functions to the aide which are included in the definition of the professional teacher given above. The use of an aide is the teacher's responsibility and is ultimately based upon analysis, by the teacher, of his own professional role and in consideration of the abilities of the aide.

Because the nature of working with children is a complex and an ever changing process, which causes related tasks to be in continual revision, the following role descriptions are not meant to be all inclusive; rather they represent a basis of expectations upon which an effective relationship between aide, teacher and administration can develop.

## ROLE OF ELEMENTARY CLASSROOM AIDE

A. Qualifications

1. Ability to relate to, understand and feel comfortable with elementary school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level(s).
4. Aptitude for and willingness to learn those specific skills essential to assignment (i.e. operation of audio-visual equipment, implementation of materials and format of a specific reading program, etc.)

B. Responsible To

1. Building Principal
2. Assigned Teacher

C. Primary Objectives

1. Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-



instructional duties.

2. Work directly with students as an additional adult-child relationship.

D. Primary Duties

1. Work with individual children and small groups of children in reinforcement activities, such as flashcard drills, lotto games, etc., per teacher's directive.
2. Listen to children read aloud.
3. Secure or make instructional materials per teacher's directive.
4. Prepare materials (paints, paper, etc.) for art and special activities.
5. Correct objective papers and workbooks.
6. Secure supplies for classroom - pencils, crayons, paper, etc.
7. Secure, set up and operate audio-visual equipment.
8. Perform clerical tasks, such as taking attendance, marking summary, collecting monies, weighing and measuring children, etc.
9. Assist in putting up and taking down bulletin board displays.

10. Assist teacher in maintaining positive classroom climate.
11. Supervise classroom for short periods of time when teacher is called from room.
12. Assist children with putting on and taking off wraps.
13. Accompany teacher and class on field trips.
14. Assume recess duty under the direction of the building principal.
15. Assist teacher and children with room housekeeping duties.

## ROLE OF ELEMENTARY READING AIDE

A. Qualifications

1. Ability to relate to, understand and feel comfortable with elementary school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level.
4. Aptitude for and willingness to learn those specific skills essential to assignment.

B. Responsible To

1. Building Principal
2. Assigned Teacher

C. Primary Objective

1. Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional duties.

D. Primary Duties

1. Maintain student progress records.
2. Maintain evaluation data records.

3. Assist in administering and correcting tests.
4. Prepare games and instructional materials.
5. Maintain test and resource files.
6. Work with individuals or small groups of children for reinforcement of skills.

## ROLE OF JUNIOR HIGH CLASSROOM AIDE

A. Qualifications

1. Ability to relate to, understand and feel comfortable with junior high school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with junior high children at assigned level(s).
4. Aptitude for an willingness to learn those specific skills essential to assignment.

B. Responsible To

1. Building Principal
2. Assigned Teacher

C. Primary Objectives

1. Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties.
2. Work directly with students as an additional adult-child relationship.

D. Primary Duties

1. Work with individual students or small groups of students in subject area reinforcement activities per teacher's directives.
2. Prepare instructional materials per teacher's directives.
3. Assist teacher in maintaining positive classroom climate.
4. Supervise classroom for short periods of time if teacher is called away.
5. Assist in preparing displays of student work.
6. Secure, set up and operate audio-visual materials and equipment.
7. Perform clerical tasks, such as taking attendance, filling out requisition forms, inventorying materials, recording daily work in grade book, etc.
8. Correct objective papers and workbooks.

## ROLE OF ELEMENTARY LIBRARY - MEDIA AIDE

A. Qualifications

1. Ability to relate to, understand and feel comfortable with elementary students.
2. Like working with books and audio-visual materials and is interested in helping teachers and students locate such media.
3. Ability to type accurately, aptitude for and proficiency in filing.
4. Willingness to cooperate with all school staff members.
5. Ability to work well with or without immediate supervision.

B. Responsible To

1. Building Principal
2. Assigned Librarian

C. Primary Objective

1. Facilitate the total use of supplementary library and audio-visual media in the elementary school.

D. Primary Duties

1. Prepare books so they are ready for the shelves

(excluding the cataloging of materials).

2. Type catalog cards for books that have no Wilson cards available.
3. File catalog cards and maintain the card catalog and inventory files.
4. Circulate books and other library materials to students and teachers.
5. Perform library housekeeping tasks, putting books on the shelves in their proper places, keeping the books in order, taking care of periodicals, and generally keeping the library neat and attractive.
6. Type and process orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards and the like.
7. Prepare special displays, make attractive bulletin boards, and decorate for special occasions.
8. Keep an author notebook.
9. Help teachers and students in locating resource materials.
10. Tell or read stories and talk about library books with students.



11. Explain the use of the library and the care of books to students.
12. Catalog and distribute audio-visual materials.
13. Inventory materials.
14. Take requests for needed materials, find gaps in the collections or replacements and refer them to the Librarian.
15. Prepare materials for reserve on teachers' request and maintain the reserve collection.
16. Make simple repairs on damaged books and materials and process more severely damaged items for repair at the appropriate places.

## ROLE OF TITLE I AIDE - ELEMENTARY READING AND MATH

A. Qualifications

1. Ability to relate to, understand and feel comfortable with elementary school students.
2. Ability to work cooperatively with assigned teacher(s) and total staff.
3. Possess basic academic skills to effectively work with elementary school children at assigned level.
4. Aptitude for and willingness to learn those specific skills essential to assignment.

B. Responsible To

1. Building Principal
2. Assigned Teacher

C. Primary Duties

1. Work with individual children and small groups of children in reinforcement activities such as drills, games, etc. per teacher's directive.
2. Listen to children read aloud.
3. Secure or make classroom materials per teacher's directives.
4. Correct objective papers and workbooks.
5. Assist teacher in maintaining positive classroom

6. Perform needed clerical tasks.
7. Assist in putting up and taking down bulletin board displays.
8. Supervise classroom for short periods of time when teacher is called from room.
9. Assist children with putting on and taking off wraps.

## ROLE OF PRIMARY LEARNING DISABILITY AIDE

A. Qualifications

1. Ability to relate to, understand and feel comfortable with students with primary learning disabilities.
2. Ability to learn the uses of a variety of instructional materials.
3. Ability to adjust to a variety of children's behavior patterns.
4. Possess basic academic skills to work effectively at assigned levels.
5. Ability for and willingness to perform specific tasks assigned to this position.
6. Ability and willingness to assist students with special personal needs.

B. Responsible To

1. Building Principal
2. Assigned Teacher

C. Primary Objectives

1. Provide classroom teacher with additional time for planning for and working with children by performing certain non-instructional and semi-instructional duties.

2. Work directly with students as an additional adult-child relationship.

D. Primary Duties

1. Work with individual children and small groups of students in reinforcement activities per teacher's directive.
2. Secure or make instructional materials per teacher's directive.
3. Prepare materials (paints, paper, etc.) for art and special activities.
4. Secure, set up and operate audio-visual equipment.
5. Secure supplies for classroom - pencils, crayons, paper, etc.
6. Perform clerical tasks, such as taking attendance, marking summary, collecting monies, weighing and measuring children, etc.
7. Assisting in putting up and taking down bulletin board displays.
8. Assist teacher in maintaining positive classroom climate.
9. Supervise classroom for short periods of time when teacher is called from room.
10. Assist children with putting on and taking off wraps.

11. Accompany teacher and class on field trips.
12. Assist teacher and children with room house-keeping duties.
13. Assume recess duty under the direction of the building principal.
14. Correct objective papers and workbooks.

## CHILD DEVELOPMENT

The combination of the areas of growth tells us much about the child--his drives and needs, and how he goes about satisfying them. Each area is intertwined; the child having physical problems may not achieve in school; his need to achieve is thwarted; a state of frustration exists. How he reacts to this frustration tells us much about his emotional and social growth. Our understanding of these areas permits us to help the child and plan programs to ease or remove his problems.

What follows is a guide to developmental patterns which may be reasonably expected of particular age groups. It is to be used with the following set of assumptions:

1. There is no sharply defined line between stages.
2. Each child has his own rate of growth.
3. If a child is deficient in many areas of his age expectation, he may need help--but let a professional make the evaluation. The following comments are taken from the book, "These Are Your Children," by Jenkins, Shacter and Bauer.

Five Years Old

- Is more self-contained than at four years.
- Is helpful around the house.
- Mother is the preferred parent.
- Needs some assistance from the teacher with  
outer garments.
- Is close-mouthed at home about school activities.
- Has short bursts of energy.
- Changes from one activity to another with relative  
ease.
- Is ready for readiness activities which should be  
geared to concrete experiences, such as  
counting objects and feeling shapes.
- Is developing a stronger awareness of and  
familiarity with numbers.
- Has vague concepts of time.
- Usually likes the teacher but wants his immediate  
attention.
- Usually can learn to draw simple shapes: circles,  
triangles and squares.
- Is usually not ready for formal printing until the  
end of the year.
- Is not fearful.



Is at the age of conformity.  
Is beginning to show self-criticism.  
Tells long stories accurately, and likes to embellish.  
Asks many questions about how things work, what things are for and the meaning of words.  
Enjoys cutting, pasting and working on a specific project.  
Loves to play "dress up" in adult clothes.  
Plays in groups of two to five.  
Friendships are becoming stronger.  
Paints with an idea in mind--simple, with few details.  
Attempts representational objects in clay.  
Plans block structure, and has a carry-over of interest for several days.  
Sings fairly accurately with a voice range from middle C to second F above.  
Is interested in stories about the function and origin of things as well as in fanciful stories.

### Six Years Old

Permanent teeth appear.  
Handles and attempts to use tools and materials.  
Is self-centered, domineering, stubborn and aggressive.

Is physically and verbally aggressive, and is  
belligerent and resistant when attacked.

Wants and needs to be first, to be loved best,  
to be praised most and to win.

Is usually better behaved away from home.

Does a good deal of tattling.

Is very dominating and bossy with some playmates.

Elaborates and expands the five year play interests.

Likes to be read to; enjoys poetry; likes to hear  
stories about himself.

Enjoys own phonograph records.

Is interested in simple games: tag, hide-and-  
seek, etc.

Carries on long conversations.

Is restless, overactive, exuberant, eager to learn  
and easily fatigued.

Interests based on boy-girl kinds of activities  
are more pronounced.

Enjoys father, and tends to accept father's word  
as law.

Usually likes his teacher.

Seven Years Old

Does not respond promptly.

May forget easily.

May be appealed to ethically.

Individual differences in reading rate are marked.

Fights with playmates, but less than he did at  
six years.

Plays in pairs or in groups, but group play is not  
well organized.

Is interested in magic tricks, jigsaw puzzles, and  
is beginning to collect and exchange baseball  
cards, bottle caps, the goal being a large  
quantity.

Is interested in swimming.

Girls like paper dolls, elaborate "dress up," hop  
scotch, jump rope, roller skating, ball  
bouncing and playing school.

Has greater, more individual reading interests--  
has strong interest in comics.

Is interested in musical instruments.

Likes TV, and has favorite programs.

Is becoming aware of right and wrong in terms of  
moral values, but may steal small things.

Is concerned about being good. Is proud of good days; worries about bad ones.

Is easier to discipline; is sensitive to praise and blame.

Complains and sulks.

Teacher is really paramount in school.

### Eight Years Old

Expansiveness and speediness describe the eight year old.

Is money mad.

Eyes are adapting to near and far vision.

Makes fewer complaints about teachers.

Attention span is improving considerably.

Is alert, friendly and interested in people, but at the same time is careless, noisy and argumentative.

Feelings are easily hurt by careless remarks or by criticism.

Understands time and money concepts.

Likes team games.

Has special pals.

Is capable of abstract thinking.

Collects, and becomes organized in his collections.

This is the age of bumps and bruises.

Is critical of brothers and sisters.

Is interested in the past.  
Needs frequent reminders about responsibilities.  
Is demanding of mother.  
Is sensitive to criticism.

### Nine Years Old

Has new forms of self-independence.  
Has increasing self-motivation.  
Resents interruptions.  
Has very strong peer group orientation.  
Has widening interests.  
Likes mysteries and biographies, and is interested  
in country and community.  
Is essentially truthful and honest.  
Can accept blame, but the "who started it" syndrome  
appears.  
Prefers own sex; likes secret codes and languages.  
Eye-hand co-ordination is good.  
Has strong sense of right and wrong.  
Has prolonged attention span.  
Is easily discouraged.  
Likes rough games.  
Is increasingly concerned with fairness.

Has individual differences in reading abilities  
and interests.

Is meticulous in arranging collections.

Is competitive in work and in play and is afraid  
of failure.

Cries only when emotions are overtaxed.

Boys like action, war, cowboy and Indian stories  
and programs.

Has increasing interest in magazines.

Has beginning interest in heroes.

Is a loyal and devoted friend.

Is a great worrier.

Is anxious to please.

Makes fewer demands on parents.

### Ten Years Old

Is relaxed, casual and alert.

This is one of the happiest ages.

Anger is not frequent but is violent, immediate,  
expressed physically and soon resolved.

Has a strong sense of justice.

Truly enjoys friends.

Needs schedules.

Fears are at a low ebb.

Is highly selective and intense in friendships.  
Play is paramount in many ten year olds.  
Takes pride in father, and is generally affectionate  
with parents.  
Enjoys riding bikes, playing baseball, sledding,  
skating, swimming and climbing trees.  
Loves the outdoors and secret hideaways.  
Seems most interested in concrete learning  
experiences and learning of specifics.  
Prefers animal (especially horse or dog) stories,  
girls' and boys' adventure series and biographies.  
Is a hero worshiper.  
Collecting continues.  
Critical analysis of teachers begins.  
Wants teacher to be fair.  
Likes to talk and to listen more than he likes to work.  
Enjoys geography.  
Needs schedule for schoolwork.  
Loves to memorize, but does not generalize or  
correlate facts.

### Eleven Years Old

This is a worrisome and fearful year.

There is more hitting and fighting than at 10.

Utters violent verbal retorts.

Is sensitive, proud, selfish, competitive, belligerent,  
jealous, resentful, argumentative, contrary,  
rude and uncooperative with parents; is  
polite, factual, serious, honest, sincere,  
confiding and unguarded with other adults.

Is highly competitive.

Dislikes school.

Much getting mad, not speaking and threatening  
among friends.

Girls have considerable verbal, emotional and  
physical conflict.

Has a rather neutral attitude toward the opposite  
sex.

Boys admire historical and sports figures.

Is often resentful and rebellious against the  
teacher; or may develop crushes on the teacher.

Is a club joiner.

Maintains huge collections: stamps, coins, post-  
cards, baseball cards, dolls, stones and so on.

Enjoys card games, table games and puzzles.

Enjoys all sports.

Is interested in earning money.



A turn for the worse often appears in school behavior.

### Twelve Years Old

Is expansive, outgoing and overgenerous.

Has a well developed sense of humor.

Argues less, and gets along better with parents.

Likes organized activities, but also enjoys just hanging around.

Sports are of strong interest to boys.

Is enthusiastic.

Many are better able to arrange, classify and generalize and enjoy doing so.

Is still collecting, but not as ardently as before.

Prefers mystery, sports and adventure classic stories, and shows less interest in animal stories.

Is beginning to be interested in the opposite sex.

Verbal response in anger is more common than it was earlier.

Has fewer worries than at 11, but this is another relatively fearful age.

This is one of the least jealous ages.

Thirteen Years Old

Appears more quiet and withdrawn.

May go to extremes.

This is a filling-out period for many girls.

Secondary sex characteristics begin to appear.

Is a great worrier.

Has a strong spectator interest in baseball.

Basketball and hockey become particular participant sports.

Hobby interests are better defined, particularly with the boys.

Music is often used for background.

Girls begin to like romantic stories and films.

Is extremely sensitive and vulnerable.

Humor moves to sarcasm.

Withdraws from mother.

Girls may sulk, and boys will argue or talk back.

Is interested in hobbies, cards, table games, puzzles, ping pong; also in writing letters, telephoning and staying overnight with friends.

Collections continue, but are decreasing.

Girls like to talk about boys.

Is interested in drawing and painting.

Adolescence

Has tremendous variations in attainment of physical maturity.

This is a period of rapid heart growth.

Acquire adult capacity for abstract thinking.

Uses aggressiveness in seeking independence.

Conflicts with adults are common.

Resents conditions that make him dependent on adults.

Has difficulty adjusting to the inconsistencies and hypocrisies of adult society.

Is oversensitive; indulges in self-pity, and has an intense fear of ridicule.

Is concerned about popularity.

Goes to extremes in activities, thinking and emotional reactions.

Becomes attached to worthy causes, and is idealistic in value judgments.

Has an acute sense of injustice.

Tends to oversimplify.

Peer group is paramount.

## RECOMMENDED READING LIST FOR TEACHER AIDES

Art

- Hoover, F. Louis. Art Activities for the Very Young. Worcester, Mass.: Davis Publications, Inc.
- Johnson, Mary Ann. Creative Activities in the Elementary School. Chicago Heights, Ill.: Prairie State College.
- Kelley, Marjorie, and Nicholas Roukes. Matting and Displaying the Work of Children. Palo Alto, Calif.: Fearon Publishers, Inc.
- Koskey, Thomas A. Creative Corrugated Cardboard. Palo Alto, Calif.: Fearon Publishers, Inc.
- Liechti, Alice and Chappell. Making and Using Charts. Palo Alto, Calif.: Fearon Publishers, Inc.

Child Development

- Holt, John. How Children Fail. New York: Pitman Publishing Corp.
- Ilg, Francis, and Louise Bates Ames. Child Behavior. New York: Harper & Row, Publishers.
- Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc.
- Patterson, Gerald R., and M. Elizabeth Guillion. Living with Children. Champaign, Ill.: Research Press.
- Sears, Pauline S., and Vivian Sherman. In Pursuit of Self-esteem. Belmont, Calif.: Wadsworth Publishing Co.

Education and Our Nation

Cressman, George R., and Harold W. Benda. Public Education in America. New York: Appleton-Century-Crofts, Inc.

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## EDUCATIONAL TERMINOLOGY FOR TEACHER AIDES

As Instructional Aides new to school talk, there are some words or terms that you may be hearing and that may not be familiar to you. This list of definitions may be helpful and useful.

Audio-Visual Instruction:

The use of teaching materials which can be listened to or viewed. This may range from simple observation of illustrations to the use of tape recorders, record players, overhead projectors, film strips, movies, and charts. It refers to any method of instruction that bypasses the written text.

Backscheduling:

A method of control to direct the study habits of a student who is not reaching the learning standards set by the teacher. The student is directed to certain areas or teacher(s) during his unstructured time.

Classification:

Grouping by similarities of subject, employment, etc., as systematic arrangement of job titles by responsibilities.

Classroom Routine:

Daily procedure developed in the individual classroom.

Confidential:

Private, not for general knowledge.

Continuous Progress:

A term used to describe a learning process. It usually is concerned with the "progress" of an individual (or learning group of students) within a subject area based upon performance standards established by the faculty, school, or district. It implies that the student:

- a. learns at "his own speed."
- b. is not restricted by deadline dates - (or even the closing of school).
- c. may "learn and earn" credits according to his "individual progress."

Curriculum:

Entire range of subject offered in a school or in a department of that school.

Creativity:

Ability to produce a work of thought or imagination, particularly art.

Deficiencies:

Lack of normal development in intelligence or a lack of specified curriculum in the classroom.

Disadvantaged Child:

A term referring to a child who is deprived in any number of ways--economically, culturally, emotionally.

Discipline:

Saying "yes", "no", and sometimes "maybe" to pupils at the right times, and sticking to your guns. Closely linked to education, "discipline" comes from the Latin word which means "teaching".

Enrichment:

To improve or to make more meaningful the means and matter of instruction.

ESEA:

The Elementary and Secondary Act of 1965. The act provides billions in federal aid for improving public education.

Feasibility:

Practicality, capability of being completed successfully.

Gifted Learner:

The whiz kid, who out-paces his classmates. Usually needs special attention.

Graded System:

School systems using a class of grade-line division normally representing the work of one academic year, this term can be applied to either the students or to the tasks appropriate to a given year, a means of denoting student placement standing in the kindergarten through grade 8.



Grouping:

Combining in groups pupils of certain age, mental ability, or other specific characteristics.

Implement:

Activate, put into effect.

Independent Study:

Projects that the pupil works on outside of class. Often, the teacher advises and guides the pupil, but he is free to proceed on his own.

Individualized Instruction:

Instruction designed to meet the needs of each individual student.

Initiative:

Quality of drive and enthusiasm for beginning and carrying through projects.

Innovative:

A quality of being creative.

Innovation:

A new idea or practice.

Inservice Training:

On-the-job training (usually in the form of classes, lectures, observations) for teachers, teacher aides, and other staff members.

Instructional Materials Center (IMC)

A new name of libraries which include many materials other than books. Sound tapes, video-tapes, slides, films, science materials, etc. The IMC usually provides space for the pupil or a group of pupils to utilize all the materials under the supervision of an instructional leader who is responsible for the efficient operation of the center and works in close cooperation with all teachers in the building. It is also sometimes called media center or resource center.

I.Q.:

Stands for Intelligence Quotient. The results of a standard test to measure pupils' general level of intelligence. An I.Q. of 100 is considered average. It must be remembered that this is only one way of measuring intelligence and is not always valid.

K thru 12:

"K" stands for Kindergarten; 12 for 12th grade. Used to designate any situation where this range of grades is involved.

K thru 8:

"K" stands for Kindergarten; 8 for 8th grade. Used to designate any situation where this range of grades is involved.

Modules (mods):

Units of time which in themselves or in combinations are used to structure a school day. (10, 15, 20, 25, 30, etc. minutes)

Multi-Age Grouping:

The newest approach for grouping in the elementary school. Pupils of differing age levels are placed in one room, unit or area (pod) in a building for instructional purposes. Each pupil progresses at his own rate.

Non-Graded System:

A school system without the divisions which normally represent the work of the school year.

Non-Instructional:

Duties which are concerned with essential but non-teaching qualities.

Open Labs:

That period of time during which unstructured students and/or teachers interact in a specific room - a place where teachers and/or students can "further an educational task."

Orientation:

Period during which you become accustomed to a new situation.

Parameter:

A limiting factor; usually a limit used to serve as a "guideline".

Paraprofessional:

A teacher assistant or aide used by a teacher or group of teachers in the mechanics of instruction (i.e., test of lesson preparation, correction, etc.).

Performance Curriculum:

A curriculum that is centered upon the "performance" or the "learning" of the individual student. It is usually concerned with a "behavioral" or "learning" change in a student that is based upon instructional or behavioral objectives established by individual teachers and/or departments - as opposed to class standards and group standardized tests.

Phases of Instruction:

Instructional units used for the purpose of meeting the needs of the instructional program - i.e., large group, small group, laboratory, open lab, independent study.

<u>Instructional Unit</u>	<u>Purpose</u>	<u>Students</u>
Large Group	motivation and economy of time	Any group larger than a normal classroom size (35)
Small Group	action, reaction, interaction	Up to 15
Laboratory	Application	Up to 30
Independent	All of the above	1

Rapport:

A relationship in which there is understanding and free communication and expression.

Remedial Education:

Education directed toward the student with limited abilities.

Resource Centers:

Areas set aside for study, usually in specific subject areas, which are supplied with references and resources appropriate to the subjects - extensions of the library. Usually such centers are staffed with paraprofessionals.

School Policy:

Procedure for handling situations usually not deviated from.

Seat-Work:

This is an activity or project done by the pupil in the classroom. It is usually teacher-prepared in the form of a work sheet. However it must not be only the written work sheet; should include various types of activities--library reading, puzzles, art, science work, etc. Many excellent ideas are given in all teacher manuals.

Siblings:

Brothers and sisters of a particular child.

Slow-Learners:

The child who has difficulty keeping pace with his classmates. Usually needs special attention.

Special Teachers:

Term applied to teachers who have specialized training in art, music, phy. ed., speech. They come to the classroom periodically to teach a class and advise the classroom teacher in these areas.

Statutes:

A law declared by the legislature.

Stereotyping:

Classing all people in one group and thereby giving them all the qualities of the group because they have one quality of that group.

Study Carrels:

An individual study area usually within the IMC Center, where a pupil may use various materials without disturbing the other pupils in the room. (listening to tapes, viewing films or filmstrips, etc., using earphones).

Supervising Teacher:

The professional teacher in charge of the classroom.

Supplementary Reader:

An extra book used to maintain and/or extend the learning activities in the basic textbook.

Teacher-Teacher Aide Team:

Cooperative work structure of a professional and a non-professional auxiliary.

Teaching Duties:

Instructional tasks for which the teacher is responsible.

Team Teaching:

An organizational procedure whereby two or more teachers work together to instruct a group of pupils.

Team Leader:

One who is responsible for the planning and smooth operation of the team.

Trainable:

The retarded pupil who can be trained to do specific things, such as dress himself, etc., but who cannot benefit from an academic curriculum.

Transparencies:

Large plastic, carbon, cellophane, or acetate slides for use with an overhead projector.

Unipacs:

These are individualized units of study based upon concepts, sub-concepts, and/or behavioral objectives established by the teacher and/or faculty. They usually contain - for the complete understanding of the students:

- a. the desired teaching concept (the main idea).
- b. necessary sub-concepts - if any.
- c. behavioral or instructional objectives.
- d. activities and/or resources to achieve the above three.
- e. necessary pre-test and post-tests for evaluation.

Unstructured Time:

That period of time during which students (or teachers) are not assigned to a specific area of task.

## SAMPLE SCHOOL FORMS

The following forms are typical of those used in many school districts. In addition, every district will have some forms which are peculiar to its needs. A teacher aide should become familiar with the forms used in the school system in which she is working. The following are examples of the forms that the teacher aide will work with in Silver Lake.

STANDARD STUDENT ACCIDENT REPORT FORM  
Part A. Information on ALL accidents

1. Name: \_\_\_\_\_ Home Address: \_\_\_\_\_

2. School: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_ Grade \_\_\_\_\_

3. Time accident occurred: Hour \_\_\_\_\_ A.M. \_\_\_\_\_ P.M. Date: \_\_\_\_\_

4. Place of Accident: School Building School Grounds Home Elsewhere \_\_\_\_\_

5. ABRASION \_\_\_\_\_ FRACTURE \_\_\_\_\_  
 AMPUTATION \_\_\_\_\_ LACERATION \_\_\_\_\_  
 ASPHYXIATION \_\_\_\_\_ POISONING \_\_\_\_\_  
 BITE \_\_\_\_\_ PUNCTURE \_\_\_\_\_  
 BRUISE \_\_\_\_\_ SCALDS \_\_\_\_\_  
 BURN \_\_\_\_\_ SCRATCHES \_\_\_\_\_  
 CONCUSSION \_\_\_\_\_ SHOCK (el.) \_\_\_\_\_  
 CUT \_\_\_\_\_ SPRAIN \_\_\_\_\_  
 DISLOCATION \_\_\_\_\_ OTHER \_\_\_\_\_

DESCRIPTION OF THE ACCIDENT  
 How did accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing? Specify any tool, machine or equipment involved.

Abdomen \_\_\_\_\_ Foot \_\_\_\_\_  
 Ankle \_\_\_\_\_ Hand \_\_\_\_\_  
 Arm \_\_\_\_\_ Head \_\_\_\_\_  
 Back \_\_\_\_\_ Knee \_\_\_\_\_  
 Chest \_\_\_\_\_ Leg \_\_\_\_\_  
 Ear \_\_\_\_\_ Mouth \_\_\_\_\_  
 Elbow \_\_\_\_\_ Nose \_\_\_\_\_  
 Eye \_\_\_\_\_ Scalp \_\_\_\_\_  
 Face \_\_\_\_\_ Tooth \_\_\_\_\_  
 Finger \_\_\_\_\_ Wrist \_\_\_\_\_  
 Other \_\_\_\_\_

6. Degree of injury: Death Permanent Impairment Temporary Disability Nondisability  
7. Total number of days lost from school: (When student returns)

PART B. ADDITIONAL INFORMATION

8. Teacher in charge when accident occurred (Enter Name):  
Present at scene of accident: NO: YES:

9. First-aid treatment By (Name):  
Sent to school nurse By (Name):  
Sent home By (Name):  
Sent to physician By (Name):  
Sent to hospital Physician's Name:  
By (Name):  
Name of hospital:

10. Was a parent or other individual notified? NO YES WHEN HOW  
Name of individual notified:  
By whom? (Enter name):

11. Witness 1. Name: Address  
2. Name: Address

12. SPECIFY ACTV. Remarks  
Athletic field Locker What recommendations do you  
Auditorium Sch. grounds have for preventing other  
Cafeteria Showers accidents of this type?  
Classroom Stairs  
Corridor Toilets &  
Dressing washrooms  
Gymnasium Other (specify)  
Laboratories

Signed: Principal: Teacher:



A MESSAGE FOR YOU

To: \_\_\_\_\_ Room no.: \_\_\_\_\_

Date: \_\_\_\_\_ Time \_\_\_\_\_

Miss

Mrs.

Mr. \_\_\_\_\_ Phone: \_\_\_\_\_

Telephoned _____	Called on you _____
Please call back _____	Will call again _____
Long distance, call operator _____	Who took call _____

Remarks: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

TEACHER - NURSE REFERRAL

Student's Name \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_ Township \_\_\_\_\_

Birth Date \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Type of Problem: Dental \_\_\_\_\_ Vision \_\_\_\_\_

Hearing \_\_\_\_\_ Orthopedic \_\_\_\_\_

Heart \_\_\_\_\_ Other \_\_\_\_\_

Explain problem/problems:

Signed \_\_\_\_\_

Itemized Budget                      Teacher \_\_\_\_\_  
19\_\_ 19\_\_                              Department or Grade \_\_\_\_\_

PRIORITY I: To Maintain Current Program

PAGE	QUAN.	DESCRIPTION (Include copyright date if book order)	COMPANY & CATALOG NO.	UNIT COST	TOTAL COST

RIVERVIEW SCHOOL  
SILVER LAKE, WI.

16mm Film Request Form

Teacher's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

FILM NUMBER	TITLE Please arrange in chronological order according to date of use	USE DATE(S) 1st choice	2nd choice	NO. OF DAYS