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# Selection, Preparation, and Utilization of Teacher Aides in the Elementary Schools in the State of Utah

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SELECTION, PREPARATION, AND UTILIZATION OF TEACHER AIDES  
IN THE ELEMENTARY SCHOOLS  
IN THE STATE OF UTAH

by  
Louis D. Griffin

A thesis submitted in partial fulfillment  
of the requirements for the degree  
of  
MASTER OF SCIENCE  
in  
Elementary Education - Supervision

Approved:



UTAH STATE UNIVERSITY  
Logan, Utah

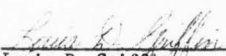
1970

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Louis D. Griffin

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	iv
ABSTRACT . . . . .	vii
<b>Chapter</b>	
I. THE PROBLEM AND DEFINITIONS OF TERMS . . . . .	1
Introduction to the problem . . . . .	1
Definition of terms . . . . .	4
II. REVIEW OF RELATED LITERATURE . . . . .	7
Introduction . . . . .	7
Need for selection . . . . .	9
Methods of selection . . . . .	12
Preparation . . . . .	16
Utilization . . . . .	22
III. DESIGN AND PROCEDURE OF THE STUDY . . . . .	29
Design . . . . .	29
Procedure . . . . .	30
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	32
Presentation of data . . . . .	32
Analysis of data . . . . .	83
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	85
Summary . . . . .	85
Conclusions . . . . .	87
Analysis of data . . . . .	92
Recommendations for the selection, preparation, and utilization of teacher aides . . . . .	94
LITERATURE CITED . . . . .	97
APPENDIX . . . . .	99
VITA . . . . .	104

## LIST OF TABLES

Table	Page
1. School districts and the number of teacher responses where teacher aides were used . . . . .	34
2. Number of teachers and per cent of teachers' responses by grade level . . . . .	36
3. Number of students in each classroom where teacher aides were employed . . . . .	37
4. Number of years teaching experience and percentage for each category as reported by teachers . . . . .	38
✓ 5. Number of male and female teachers and percentage of each as reported by teachers . . . . .	40
6. Age range of teachers with the percentage for each category as reported by teachers . . . . .	41
7. Organizational pattern of classrooms and the percentage for each category as reported by teachers . . . . .	42
✓ 8. The sex of teacher aides and the percentage of males and females as reported by teachers . . . . .	45
✓ 9. Age range of teacher aides with the percentage of each category as reported by teachers . . . . .	46
✓ 10. Parenthood of teacher aides with percentage for each answer as reported by teachers . . . . .	47
11. The number of teachers the teacher aide helps and the percentage of that number in addition to the teacher reporting . . . . .	48
✓ 12. Approximate amount of time teacher aide worked with the reporting teacher and the percentage for that time . . . . .	49
✓ 13. Approximate time the teacher aide assisted the reporting teacher and the percentage for that time . . . .	50
14. Criteria used by principals and teachers to determine teacher aide assignment . . . . .	53

## LIST OF TABLES (Continued)

Table	Page
15. Principals' and teachers' opinions of the contributions made by teacher aides in meeting the needs of individual pupils and the percentage of those opinions . . . . .	54
16. Principals' and teachers' opinions as to their desires to have teacher aides for the next school year with the percentage of those opinions . . . . .	55
17. Methods used to select teacher aides as indicated by the number of principals and teachers reporting . . . .	59
18. Methods used to select teacher aides as indicated by the number of principals and teachers reporting with the percentage for the "yes" answers . . . . .	60
19. Academic preparations of teacher aide (or aides) as reported by teachers and principals by grade level and percentage . . . . .	64
20. Other types of preparations of teacher aides as reported by the teachers and principals . . . . .	65
21. Preparations of teacher aide (or aides) as reported by the teachers and the principals . . . . .	66
22. Assignment of teacher aide responsibilities as reported by the teachers and the principals . . . . .	70
23. Assignment of teacher aide responsibilities as reported by the teachers and the principals with the percentage for the "yes" answers . . . . .	71
24. Non-classroom duties performed by teacher aides as reported by teachers . . . . .	75
25. Non-instructional classroom duties performed by teacher aides not working with children . . . . .	76
26. Instructional classroom duties performed by teacher aides working with children . . . . .	77

## LIST OF TABLES (Continued)

Table	Page
27. Subject areas in which teacher aides assisted pupils . . . . .	78
28. Principals' and teachers' opinions as to who should assign responsibilities to teacher aides . . . . .	80

## ABSTRACT

Selection, Preparation, and Utilization of Teacher Aides  
in the Elementary Schools  
in the State of Utah

by

Louis D. Griffin, Master of Science

Utah State University, 1970

Major Professor: Dr. Arthur D. Jackson  
Department: Education

This study was designed to compare the methods of selection, preparation, and utilization of instructional teacher aides in the elementary schools in the State of Utah with the guidelines prescribed by the Utah State Board of Education for the selection, preparation, and utilization of instructional teacher aides.

A descriptive questionnaire was mailed to each elementary school teacher in the State of Utah to whom an instructional teacher aide had been assigned during the 1969-70 school year. The questionnaire was also mailed to each elementary school principal in the state where an instructional teacher aide or aides were used during the same school year. An analysis of the data was conducted on the following:

1. Criteria used in assigning instructional teacher aides to teachers.
2. Preparations required of instructional teacher aides.



3. Methods presently being used in the selection of instructional teacher aides.
4. Present practices being followed in the State of Utah indicating who assigns responsibilities to instructional teacher aides.
5. Responsibilities assigned to instructional teacher aides.
6. Opinions of elementary teachers using instructional teacher aides as to the procedure they prefer in the assignment of duties to instructional teacher aides.
7. Opinions of elementary principals as to who should assign instructional teacher aides their responsibilities.

The results of the study were as follows:

1. All evidence indicates that the guidelines prescribed by the State Board of Education for selecting instructional teacher aides are being followed by the majority of school districts using instructional teacher aides in the State of Utah.
2. It is evident that approximately half of the instructional teacher aides in the elementary schools in the State of Utah possess the academic preparation prescribed by the Utah State Board of Education.
3. The duties being performed by the instructional teacher aides in the Utah elementary schools appear to be in accordance with those duties they could perform as recommended by the Utah State Board of Education.

## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS

#### Introduction to the problem

Since the passage of the Elementary and Secondary Education Act of 1965, there has been a sharp increase in the use of instructional teacher aides and other auxiliary personnel in the public classrooms of Utah. The Elementary and Secondary Education Act of 1965 involved many phases of the American educational system, and the passage of the Act was an effort to help create better educational opportunities for all American children. It was becoming apparent to legislators that our educational programs were not reaching the standards of efficiency that they were potentially capable of achieving. Among other issues, legislators agreed with educators that the present school teacher was becoming enslaved by the routine problems of the classroom.

In 1966, George W. Denmark of the NEA Journal staff reported the following:

The job of today's teacher has become virtually unmanageable. Unless something is done to remedy the situation, creative, competent teachers will find themselves hopelessly bogged down in technical and clerical duties which could be performed by others.<sup>1</sup>

The public relations director for the Illinois Education Association, Goebel Patton, stated the following in 1967:

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<sup>1</sup> George W. Denmark, "The Teacher and His Staff," NEA Journal, LV, (December, 1966), p. 17.

. . . No single individual could possibly possess the competence, energy or time to deal effectively with all the responsibilities typically assigned to one teacher. The self-contained teacher . . . is obsolete.<sup>2</sup>

The fact that teachers need help in the classroom is summarized by the statement made by the Research and Policy Committee of the Committee for Economic Development. The July 1968 report of this committee states among other things: "All too many schools are overcrowded and understaffed, and their pupils receive little personal attention."<sup>3</sup> If teachers are "bogged down" with "technical and clerical duties," and if they do not have time "to deal effectively with all the responsibilities of teachers," it is feasible that another competent adult could assume some of the detail work and responsibilities that the professional teacher could delegate to him. This would free the teacher for more teaching opportunities to hopefully develop greater mastery of subject principles by the students.

It would be an unwise assumption, indeed, if educators (and legislators) believed teachers were now receiving the assistance they needed. Schools are merely on the threshold of facing problems involved with the innovation of teacher aides. To begin with, schools must overcome in policy and educational practice a frequent resistance to change and conservatism among the citizens and older, rigid teachers.

Resistance to change, although it does exist, is not as serious, however, as other problems. Although our educators are responsible

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<sup>2</sup> L. Goebel Patton, "Year of the Non-Conference," Illinois Education, LVI, (September, 1967), p. 21.

<sup>3</sup> Edwin A. Read, "Innovation in Education," Utah Educational Review, LXII, (January-February, 1969), p. 11.

for worthwhile innovations, they are also responsible for irresponsible innovations. Many intelligent educators make the mistake of introducing something new without first engaging in careful study, forethought, and planning. A careful evaluation of merits and problems involved with a new innovation needs to be done before aides are wisely used. If our nation can benefit from teacher aides, then responsible innovation must be accompanied with careful research at the beginning level of implementation.

In Utah, the State Board of Education appointed a special committee to study how to select, prepare, and utilize aides. The guidelines established by the committee have been adopted by the State Board, but these guidelines do not constitute the final answer to the problem of how to properly select, train, and use aides.<sup>4</sup> The same committee that was appointed by the Utah State Board of Education to study the problems related to teacher aides has indicated that no comprehensive study has been made in Utah to analyse how aides are selected, what preparation is required of aides, who assigns duties to teacher aides, and how aides are utilized at the present time.<sup>5</sup>

The purpose of this study, therefore, is to make an analysis of the following:

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<sup>4</sup> Utah State Board of Education, Aides for Utah Schools, A Report Prepared by the Office of Instructional Services (Salt Lake City: Utah State Board of Education, September, 1968), p. iii.

<sup>5</sup> Interview with Dorothy Zimmerman, Assistant Executive Secretary, Utah Education Association, March 1970.

1. Criteria used in assigning instructional teacher aides to teachers.
2. Preparations required of instructional teacher aides.
3. Methods presently being used in the selection of instructional teacher aides.
4. Present practices being followed in the State of Utah indicating who assigns responsibilities to instructional teacher aides.
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#### Definitions of terms

Teacher aide. A person who works under the direction or supervision of a professional educator on tasks that he is assigned. The teacher aide possesses lesser qualifications than the professional educator. A teacher aide is at all times an assistant and responsible to a member of the professional staff in charge of the classroom. The primary responsibility of the teacher aide is to the professional educator. The teacher aide is employed to help educators make learning experiences for pupils more meaningful and effective. This person may also be referred to as a paraprofessional.

The following are classifications of teacher aides:

**Service aide.** An aide who would perform simple tasks requiring no special competencies or skills except for being mature and able to relate well with students and co-workers. Examples of duties performed would be basic monitoring; housekeeping tasks; supervising lunchroom, hall, or playground; distributing supplies and equipment; putting up pre-planned bulletin boards; and arranging classroom situations under the direction of the professional.

**Clerical aide.** A person who would perform, under the supervision of the professional, clerical and/or secretarial duties such as typing, dittoing, record keeping, filing, collecting, correcting objective tests, or whatever the professional may assign to him. A clerical aide could perform the duties of service aide, if qualified, but would not perform any instructional tasks.

**Instructional assistant.** An aide who could perform actual instructional tasks under the direction of a professional. An instructional assistant could read to students, show films, administer tests, distribute and collect instructional materials, prepare instructional material, etc. as directed by the professional. If qualified, the instructional assistant could assume the duties of both service and clerical aides.

For the purpose of this paper, the author has dealt with instructional aides only. Furthermore, unless there is specific reference to clerical and service aides, the term, teacher aide, will refer to the instructional assistant who performs tasks which literally aid the teacher in the classroom.

Selection. The method, or methods, used by a school or school district by which a person is chosen to be employed as a teacher aide.

Preparation. The training a person has obtained before becoming a teacher aide. This includes education, orientation programs, and skills in a special area such as art, music, etc.

Utilization. Assigned duties the teacher aide performs while working under the direction of the professional.

CHAPTER II  
REVIEW OF RELATED LITERATURE

Introduction

During the past half a century, the complexion of American society has undergone radical change. Man used to devote most of his time to working for food and clothing. Today he has the time and opportunity to devote to the development of human resources. The changes in man's environment have influenced the implications for education. Man needs to develop necessary skills to gain employment; consequently, more importance has been placed on education. Education has become the link between an individual and his role in society.

Since the new society has emerged, educators can no longer favor the academically oriented student, but must provide a meaningful program for every pupil that will enable all to experience some degree of success.

These factors suggest a new role for schools and concepts in school organizations. The elementary teacher's day is nibbled away by performing non-instructional tasks. At the same time, the teacher is expected to individualize his instruction in order to meet the needs of each pupil.<sup>1</sup> Today because of high pupil-teacher ratio and

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<sup>1</sup> Mary D. Shipp, "Teacher Aides: A Survey," The National Elementary Principal, XLVI, (May, 1967), pp. 16-17.



a demand for teachers to individualize their teaching, teachers need to have teacher aides working with them in order for them to be relieved of their non-teaching duties. Otherwise, they will not be able to successfully perform their primary task of teaching. Not until the classroom teacher becomes the nucleus of a group of paraprofessionals who work with him in educating children will the schools be able to provide the education necessary for children to become contributing members of society.<sup>2</sup>

Man has yet to devise a system or procedural method which is without limitations or deficiencies. The concept of staffing schools with paraprofessionals (teacher aides) is no exception.<sup>3</sup> Before specific roles can be assigned to paraprofessionals, the need for selection and the selection, preparation, and utilization of teacher aides need to be carefully investigated.<sup>4</sup>

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<sup>2</sup> Don Barbee, "Differentiated Staffing: Expectations and Pitfalls," TEPS Write-in Papers on Flexible Staffing Patterns, No. 1 (Washington, D.C.: National Education Association, March 1969), p. 1.

<sup>3</sup> Donald M. Sharpe, "Studying Teacher Classroom Behavior to Determine How Paraprofessionals Can Help in the Classroom," TEPS Write-in Papers on Flexible Staffing Patterns, No. 3 (Washington, D.C.: National Education Association, May 1969), p. 1.

<sup>4</sup> Department of Classroom Teachers, The Classroom Teacher Speaks on His Supportive Staff, (Washington, D.C.: National Education Association, 1967), pp. 1-2.

### Need for selection

Have we dissipated creative qualities in many elementary school teachers by exhausting their energies in routine clerical tasks?<sup>5</sup> Most elementary school teachers feel they could teach better if they were relieved of some of the non-instructional duties they perform.<sup>6</sup>

Elementary education is directed towards the children's educational, emotional, physical and social development. The teacher's commitment to such goals is almost impossible with the innumerable routine tasks that must be performed in addition to teaching an average of 35 children.

When a teacher is relieved of some of these duties, there is more time for careful planning, more time for individualized instruction, and more time for guidance. A full-time teacher's aide would mean that at least a teacher could become a full-time teacher.<sup>7</sup>

During the 1966-67 school year, it has been estimated that close to 10,000 new personnel were introduced into the American school system.<sup>8</sup> These personnel have been generally known as teacher aides. Although the concept of their positions and tasks

<sup>5</sup> Denemark, loc. cit.

<sup>6</sup> William D. Southworth, "A Successful Classroom Teacher Aide Program," Phi Delta Kappan, L, (April, 1969), p. 488.

<sup>7</sup> V. E. Johansen, "A is for Aide: Help Comes to Three Busy Elementary Teachers," Illinois Education, LVII, (December, 1968), p. 149.

<sup>8</sup> William H. Johnson, "Utilizing Teacher Aides," Clearing House, XLII, (December, 1967), p. 229.

was not new, the scope and dimension were. At this time, it was possible to utilize the financing provisions of Title I of the Elementary and Secondary Education Act to support the employment of teacher aides.

The 10,000 new teacher aides were selected for many varied purposes. Many elementary school teachers contended they could be more efficient if they were relieved of some clerical duties. The National Commission on Teacher Education and Professional Standards made a list of duties which auxiliary personnel could perform. Listed first was the category of clerical responsibilities.<sup>9</sup> Another reason for selecting teacher aides was to allow the teacher to individualize his instruction.

Under the auspices of the Office of Economic Opportunity, Ball State University studied the utilization of classroom aides in the elementary school setting. The researchers made a primary assumption that aides would be utilized in a variety of clerical duties. However, the study revealed that the utmost advantage was that of increasing professional contacts between pupils and interested adults.<sup>10</sup> Also, aides have been selected to assist teachers where many children had handicapping learning conditions or were educationally impoverished. For example, Lloyd Leonard quoted in 1968 the report made by the Bank Street College. This report, which was requested by the Office of Economic Opportunity and the United States Office of

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<sup>9</sup> "Auxiliary School Personnel," The National Elementary Principal, XLVI, (May, 1967), p. 7.

<sup>10</sup> Johnson, loc. cit., p. 230.

Education, revealed auxiliaries helped meet the needs of disadvantaged children because of the following reasons:

1. More small groupings and a wide range of activities are feasible where more than one person is working.
2. The auxiliary who lives in the child's neighborhood often communicates with the child in a way that is neither threatening nor strange.
3. The low-income auxiliary may have had experiences that may help him to help both the child and the teachers.
4. Involvement of parents from the neighborhood may help them support children's learning.

Where the pupil-teacher ratio was high, instructional teacher aides have been selected to enable the professional teacher to have more time for preparation and individualized instruction. Instructional teacher aides have been selected, also, because some professional teachers believed they needed assistance with technical courses such as art, music, physical education, and other areas.

It is evident that there existed and still exists many reasons for selecting instructional teacher aides to help the professional teacher so that he has more time for planning, instruction, and adult-student-professional contacts.

The criteria used to select instructional teacher aides in the State of Utah needs to be investigated to determine if such aides are satisfying the primary reasons for which they were selected. It is conceivable that if careful studies were conducted on why instructional teacher aides were selected, other educators facing similar situations may be motivated to select instructional teacher aides in an attempt to improve their particular problem. The reasons used for selecting instructional teacher

aides in the State of Utah need to be studied so that educators do not select instructional teacher aides for wrong purposes or do not select such aides because they are not informed how aides could assist them with their particular problems.

The guidelines adopted by the Utah State Board of Education, Aides for Utah Schools, discusses the selection, preparation, and utilization of instructional teacher aides in the elementary schools. However, the guide does not indicate criteria that could be used in determining the reasons for selecting instructional teacher aides.

#### Methods of selection

Many needs of our present school system require instructional teacher aides to assist the professional teacher so that he can maintain the role of diagnostician and director of learning experiences and is not wasted on trivia. Legislators and educators have acknowledged the need for selecting personnel to assist professional teachers. The next problem currently confronting educators concerns the most effective method (or methods) of selecting the best available personnel to fill the positions of instructional teacher aides. "State departments of education and certification authorities have shown interest in this exploding development."<sup>11</sup> The Utah State Board of Education has prescribed in its bulletin of guidelines, Aides for Utah Schools, that instructional teacher aides should be selected on the basis of:

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

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<sup>11</sup> Ibid.

2. An interview with both administrator and teacher or other immediate supervisor. (It is especially important that the teacher be consulted or help select the person with whom he will be working.)
3. A test of competency in the area of work if deemed necessary.
4. Successful completion of a reasonable trial period of work.<sup>12</sup>

In establishing these guidelines, the Utah State Board of Education followed recommendations made by the National Commission on Teacher Education and Professional Standards. This committee recommended that ground rules should be established for selecting instructional aides.<sup>13</sup>

A unique method of obtaining a working list of potential instructional teacher aides proved to be successful for the Pennsbury School District of Pennsylvania during the 1968-69 school year.

We undertook a crash campaign to immediately hire 100 paraprofessionals . . . .

To speed the employment process, we devised an 'open house' approach that reached the maximum number of potential applicants in minimum time. Initially, we sent a letter home to parents with each of the 7,000 elementary school students in the district. The letter outlined the duties of the paraprofessional, rates of pay and working hours. A tear-off coupon was attached for interested parents to fill out. The coupon asked for only basic information: name, address, telephone number and school preference of the applicant.

From this initial appeal, we received 650 job applications! We decided to screen the applicants

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<sup>12</sup> Utah State Board of Education, loc. cit., p. 6.

<sup>13</sup> "Auxiliary School Personnel," loc. cit., p. 9.

further. A second letter was sent to the 650 parents, setting forth these qualifications:

1. Previous experience as a teacher or teacher aide.
2. A background in youth work, preferably with 6 to 12 year old children.
3. Willingness to work at the school every day, in order to give the program continuity.
4. Willingness to work anytime during the regular school day, and to report for work at the same time every day. We emphasized the time between 11:30 a.m. and 1 p.m., so our teachers could have uninterrupted lunch periods.
5. A sincere interest in elementary school children.

After receiving 260 replies to the follow-up letter, we arranged personal interviews with each of the applicants, during the evening, at our elementary schools. Interviews were conducted by the building principals and representatives of the district's personnel office. Each school filled all of its positions by making 'on-the-spot offers' at the time of the interview.<sup>14</sup>

If an application is used in securing the names of potential instructional teacher aides, then, according to Frank P. Bazeli, such teacher aides ought to be confined, where possible, to the applicants living within the boundaries of that school district. Although the advantages of selecting instructional teacher aides from the school's community are many, basically, the advantages are that the aide will help interpret the problems of the community to the teacher and reversely will help the community members understand the goals and purposes of the school.<sup>15</sup>

In many school districts the number of applicants have exceeded the number of positions available. This resulted in the prospective

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<sup>14</sup> John E. Keefe, "Para-Professionals: Get Them When You Need Them," School Management, XIII, (February, 1969), pp. 46,50.

<sup>15</sup> Frank P. Bazeli, "Organization and Training of Paraprofessionals," Clearing House, XLIV, (December, 1969), p. 207.

instructional teacher aides going through a screening procedure before obtaining a job. In such cases, pre-established criteria were used for screening. The screening was generally conducted by the central office and the principal of the school where the instructional teacher aide would be assigned.<sup>16</sup>

The use of applications to secure names of potential instructional teacher aides who are then screened by the administration appears to be a common method of selecting such teacher aides. The method of completing an application form and being interviewed by the administration, although common, is not always the preference of teachers. Some teachers have resented sharing "their" pupils with anyone. Such teachers have resented auxiliary personnel, feeling that such help was thrust upon them. However, if teachers were involved and informed in the selection, in the training, and in the assignment of instructional teacher aides, there might be greater likelihood for a compatible working relationship.<sup>17</sup> William D. Southworth in his article stipulates that a vital aspect in the selection of instructional teacher aides would be the opportunity for the teachers to help interview and select the instructional teacher aides with whom they would be working.<sup>18</sup>

The criteria for selecting instructional teacher aides in the State of Utah have been established. Along with a completed application

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<sup>16</sup> F. B. Moody, "Teacher Aide," Pennsylvania School Journal, CXVI, (March, 1968), p. 377.

<sup>17</sup> Roy A. Edelfelt, "Staffing for the Changing Pattern of Organization for Instruction and Learning," Virginia Journal of Education, LXII, (September, 1968), p. 15.

<sup>18</sup> Southworth, loc. cit.



form, interview, a test for competency if deemed necessary, and successful completion of a reasonable trial work period, the guide underlines and emphasizes that "it is especially important that the teacher be consulted or help select the person with whom he will be working."<sup>19</sup> A study needs to be conducted to determine if such prescribed criteria is being followed.

#### Preparation

Because the position of instructional teacher aide is relatively new, school administrators have not always been able to hire personnel who have had the training or qualifications desired by the educators. Many school districts have established minimum recommendations concerning the formal training of instructional aides, but even these recommendations have not always been followed.

The NEA conducted a survey concerning the teacher aides used the first year (1965-66) the Elementary and Secondary Education Act went into effect. During this year 217 school districts enrolling 12,000 or more pupils used teacher aides. Forty per cent of the 217 districts using teacher aides commenced their programs in 1965.<sup>20</sup> In 1967 the NEA polled the 217 public school districts, and the Pennsylvania Department of Instruction studied 1,100 aides in more than 50 of the state's school districts. Also, a doctoral thesis prepared at Pennsylvania State University analyzed results of 180 interviews with aides, teachers, and administrators in the state of Pennsylvania.

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<sup>19</sup> Utah State Board of Education, loc. cit.

<sup>20</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. 26.

These three surveys concerning the teacher aide situation revealed that " . . . aides occupied a catch-all category . . . . Most often, according to findings, the education required of aides is not consistent with job expectations. Likewise, the duties assigned an aide rarely are governed by her educational qualifications."<sup>21</sup>

Duties performed by instructional teacher aides should require different preparation. Clerical duties do not require specialized training. Therefore, the education for clerical aides could be set at a high school graduate. Instructional teacher aides selected for special talent areas such as art and music would be considered more for their skills, experience, and maturity rather than formal credits. Instructional aides should have more formal training. They should be graduates from junior colleges, private technical schools or programs from four-year colleges and universities that have trained them for instructional aides.<sup>22</sup>

The state of Illinois believed instructional teacher aides should be qualified personnel with training and preparation suitable to their tasks. In July 1967, a statewide study committee with representation from the Office of the Superintendent of Public Instruction, the Illinois Federation of Teachers, the Illinois Education Association, and most other professional organizations in Illinois in the field of education recommended legislation concerning instructional teacher

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<sup>21</sup> Ibid.

<sup>22</sup> Bazeli, loc. cit., pp. 208-209.

aides. The legislation, Bill 1889, among its many restrictions and recommendations stated: "The following qualifications have been established for teacher aides: They must have 30 semester hours of credit from a recognized institution of higher education . . . ." <sup>23</sup>

The legislation did state that service or clerical aides did not have to meet these same requirements. Wayne Newlin, Assistant Superintendent of Public Instruction in the State of Illinois, concluded the study with the following:

Do aides need special training? Yes, they do. While special training may not be necessary for the performance of many of the tasks, a background of training and experience will strengthen the role of the aide. This is the rationale behind the required 30 semester hours of credit earned in an institution of higher learning. This requirement will be rather hollow and ineffective until specific course work is offered for potential teacher aides. <sup>24</sup>

The evidence seems to mount in supporting the growing belief that instructional aides are more effective if they have had specialized training. The research done at Ball State University in Indiana seemed to come to one general conclusion in providing guidelines for effective use of aides. The basic conclusion was that not only the instructional teacher aide but also the teacher needed orientation and additional training if there was to be a successful performance with this new innovation.

Ideally, the school system should provide aides and teachers some training and orientation as a team.

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<sup>23</sup> Wayne Newlin, "It Can Be Done; Teacher Aides Can Make a Difference in Illinois," Illinois Education, LVI, (January, 1968), p. 213.

<sup>24</sup> Ibid.

Where this was possible in schools involved in this project, the preliminary assessment of this approach was that aides were then utilized in more varied and effective ways . . . . The most important factor in effective utilization is emphasis upon the orientation, training, and evaluation by the professional staff . . . .<sup>25</sup>

In New York City the Bank Street College report confirmed the belief of Ball State University. The Bank Street report recognized the desirability of pre-service or in-service training. It also suggested that junior and four-year colleges establish programs for instructional teacher aides.<sup>26</sup> Leonore Dickmann indicated in 1968 in her research that there is a growing belief that "teachers prefer trained aides rather than aides who need to be trained by the receiving teachers."<sup>27</sup>

To better prepare teacher aides for assisting the regular teacher, in-service training may be a necessary part of the evolving preparation for instructional teacher aides. The literature indicates pre-service training sessions for instructional teacher aides would be wise rather than expect on-the-job training by teachers. Pre-service training sessions for instructional teacher aides may include the following provisions:

1. Define the role of the teacher aide.
2. Orient the aide to a general philosophy of education for schools in a democratic society.

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<sup>25</sup> Johnson, loc. cit., p. 233.

<sup>26</sup> Lloyd L. Leonard, "Teacher Aides in Illinois Public Schools," Illinois Education, LVII, (December, 1968), p. 145.

<sup>27</sup> Leonore Dickmann, "Defining Paraprofessional Programs," Wisconsin Journal of Education, CI, (November, 1968), p. 20.

3. Discuss some desirable characteristics of aides in a helping role.
4. Guide the aide in understanding high ethical standards related to confidential school information.
5. Prepare aides in terms of specific jobs to be undertaken; e.g., clerical, supervisory, instructional.<sup>28</sup>

In 1968 Myron L. Anderson stated that the training of para-professionals should be based on the " . . . theory that teacher aides need more than the typical orientation program . . . Aides must become more knowledgeable, vibrant and involved contributors . . ." <sup>29</sup>

The report concluded that if an aide were to be involved in an instructional program and understand and interpret the objectives, performance and operation of the school program, " . . . he must be exposed to more meaningful experiences than have been in previous paraprofessional training programs." <sup>30</sup>

It is not infeasible to have higher education for instructional teacher aides. The College of DuPage in Illinois designed a program to prepare individuals for employment as instructional teacher aides. The program was developed in cooperation with local school districts and emphasized all areas of school procedure as well as subjects that increase the understanding of student behavior. The program offered six quarters of instruction. Students who completed the work received an associate in arts degree. Furthermore, many four-year colleges

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<sup>28</sup> Ibid.

<sup>29</sup> Myron L. Anderson, "Utilizing Paraprofessional Programs," Wisconsin Journal of Education, CI, (November, 1968), p. 21.

<sup>30</sup> Ibid.

will accept full or partial credits, should the individual decide to continue and become a fully accredited teacher.<sup>31</sup>

The guidelines established by the Utah State Board of Education suggest that instructional assistants, or teacher aides, possess the following qualifications:

A minimum of two years of college or specialized training, a degree, or demonstrated competence in the subjects or areas where assistance is rendered. Demonstrated ability to work with students successfully.<sup>32</sup>

According to the literature cited, some districts using instructional teacher aides have established guidelines outlining minimum preparations that should be possessed by instructional teacher aides. Other school districts have established pre-service and in-service training for such aides. A few districts, such as those in the states of Illinois and Wisconsin, have stringent requirements regarding the formal preparation possessed by instructional aides. They believe that the effectiveness of instructional teacher aides is dependent upon training and orientation and require training on a professional or college level. Therefore, what is acceptable training for effectiveness in one school district or state is not acceptable training for effectiveness in other areas of the United States. It is necessary that instructional teacher aides receive the proper preparation for becoming instructional aides in order to more effectively perform the duties that they are assigned.

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<sup>31</sup> "DuPage Develops Teacher-Aide Program," Illinois Education, LVII, (December, 1968), p. 145.

<sup>32</sup> Utah State Board of Education, loc. cit., p. 5.

Although various states and school districts have established minimum preparation requirements for instructional teacher aides, not all school districts have followed these requirements. According to the literature cited, it should be important to know if the school districts in Utah are following the guidelines established by the State Board of Education for the preparation of teacher aides.

#### Utilization

Because of the variety of instructional knowledge required of teachers, many elementary school teachers believe they could better prepare to meet the challenge of modern education if they could be relieved of some of the clerical and non-instructional duties they are required to perform.

Teachers also believe that they could conduct more individualized instruction if they could only concentrate on individual children without worrying about the rest of the class.<sup>33</sup>

Individualized help has been the reason for the successful use of instructional teacher aides at St. Catherine Laboure School in St. Louis, Missouri. Instructional aides worked one-half day a week and were required to be in regular attendance. Students were assigned to instructional aides on a one-to-one basis during reading classes, activity period, and seatwork. If a student needed help in a certain subject area, then an instructional aide would be assigned to help that student. The time such aides spent with students would vary from 5 to 25 minutes, depending on the students' needs. The

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<sup>33</sup> Southworth, op. cit.

instructional aide and student could be found in an office, hall, special designed area, or wherever they could be alone.

The basic educational program was designed so that instructional teacher aides could reinforce what had already been taught and help teachers provide for individual differences.<sup>34</sup>

In Huntington, New York, under a grant from Title I of the Elementary and Secondary Education Act, 28 elementary teachers teaching culturally and economically deprived children were assigned instructional teacher aides. The teachers were delighted to have the aides. The duties performed by the instructional teacher aide were determined by the teacher to whom the aide was assigned. The aides worked with pupils only as the classroom teacher directed and performed only the duties assigned by the teacher.

Before the instructional teacher aides were assigned to a classroom, they were informed that they would have no direct relationship with the children's parents in their role as an aide. They would perform work only in the classroom. They would not discuss any child's progress with parents, and they would have no direct relationship with the principals. They would work only with the classroom teacher to whom they were assigned.

The understanding established with the instructional teacher aides before the program started contributed to its success. The aides abided by the original plans. Consequently, 27 of the 28 teachers felt the assistance of the aide strengthened the instructional program.

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<sup>34</sup> Genevieve Arcement, "A Teacher Aide Program That Really Works," Catholic School Journal, LXIX, (December, 1969), p. 26.



The following duties were performed by the instructional teacher aides:

1. Gave individual attention in subjects.
2. Corrected written work of children.
3. Worked in the cafeteria and on the playground.
4. Handled all clerical duties.
5. Took care of bulletin boards.
6. Collected money.

Another vital aspect that contributed to the success of this program was that teachers had the opportunity to talk with aides tentatively assigned to them. The teachers were not required to use the aide assigned if the teachers did not feel the instructional aides would be compatible.<sup>35</sup>

The Department of Elementary Education at Wisconsin State University, along with the local school district, developed a program for preparing and utilizing paraprofessionals. The program was a model workshop based on the theory that instructional teacher aides need more training than the typical orientation program. The instructional teacher aides were exposed to the underlying goals and decisions which must be made relating to the school curriculum, newer teaching trends, and strategies. They were also introduced to a variety of materials and methods used in teaching the various subjects.<sup>36</sup>

The exposure of the prospective instructional aides to this six weeks workshop training program prepared them to perform any or all of the following duties:

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<sup>35</sup> Southworth, loc. cit.

<sup>36</sup> Anderson, loc. cit.

- . File materials, reports, records.
- . Keep attendance records.
- . Collect milk money, or other monies to be collected.
- . Record necessary information, such as pupils' names, ages, and sex on report cards, pupils' folders, standardized tests, etc.
- . Correct pupils' tests and written exercises of pupils.
- . Order supplies such as art materials, films, play-ground equipment.
- . Arrange bulletin boards.
- . Make games, instructional materials, and devices for pupil use.
- . Inventory materials.
- . Repair torn books and instructional materials.
- . Assist in dismissal of students by helping with wraps, keeping order, and checking take home materials.
- . Participate in fire drills and facilitate their success.
- . File, mount, and clip pertinent pictures from magazines and newspapers.
- . Make routine telephone calls.
- . Run errands when needed.
- . Distribute, collect, or return materials used in the instructional program.
- . Supervise games, plays, washrooms, corridors, cafeteria.
- . Observe and record children's behavior.
- . Write necessary information on the chalkboard.
- . Locate materials and supplies for the teacher and pupils.
- . Assume playground, door, and hall duty.
- . Proctor study periods, examinations, general classroom activities, library reading.
- . Arrange conferences with parents, school personnel and pupils.
- . Make field trip arrangements and chaperone trips.
- . Help in room arrangements of tables, chairs, desks.
- . Operate audiovisual equipment, such as film projector, filmstrip projector, tape recorders.
- . Prepare transparencies for use with the overhead projector.
- . Operate copy machines.
- . Read to children.
- . Take dictation of children's stories.
- . Type materials for teacher and pupils.
- . Listen to children talk, read, sing.
- . Set up exhibits, displays, collections.
- . Make posters and charts.
- . Help in programmed instruction.<sup>37</sup>

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<sup>37</sup> Dickmann, loc. cit., p. 21-22.

In a more recent study (1969-70 academic school year) conducted at the Edith Bowen Laboratory School at Utah State University, a selected committee developed a list of possible duties to be performed by instructional teacher aides. The list of instructional teacher aide activities consists of the following:

#### Clerical

- . Typing and dittoing.
- . Record keeping, roll, and subject areas, material loaned, testing, permanent records.
- . Copying information from the board.
- . Daily schedule on the board.
- . Filing.
- . Exchange materials, library books, filmstrips, records, study prints, charts, and other media.
- . Preparing calendar of special activities.
- . Collect money.
- . Pass and collect materials.

#### Construction

- . Charts.
- . Bulletin boards.
- . Displays.
- . Room decorations.
- . Special teaching aids.
- . Room arrangements.
- . Interest area preparation.
- . Set up, operate, and clear away equipment.

#### Other

- . Dust.
- . Clean sink, etc.
- . Arrange storage areas (shelves, cupboards, drawers).
- . Windows.
- . Chalkboard care.

The following items were listed as possible things to do in working with children.

#### Individual Child

- . Help with assigned work without doing it for them.
- . Listen to them read.
- . Listen to them talk about their interests.
- . Compassionate association.
- . Supervising enrichment activities.
- . Help to prepare for sharing.
- . Help during times of minor illness or injury.
- . Tutoring during or outside of school hours.

#### Small Groups

- . Helping children solve disputes.
- . Supervising work in subject areas.
- . Directing coordination (perceptual) activities.
- . Supervise bus lines, lunch activity, playground, etc.

#### Whole Class

- . Supervising the sharing activities.
- . Reading stories.
- . Supervising playground activities.
- . Directing subject matter areas in which aide has particular talent.<sup>38</sup>

The guidelines for the State of Utah state that instructional teacher aides will perform duties in specific areas according to their preparation. Instructional assistants (teacher aides) should have a minimum of two years of college or specialized training.<sup>39</sup> A study needs to be conducted in the State of Utah to determine what duties instructional teacher aides are performing. Such a study could serve as suggestions to teachers in the future who are confronted with a new challenge, that of utilizing instructional teacher aides.

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<sup>38</sup> "Possible Teacher-Aide Activities," Logan, Utah: Edith Bowen Laboratory School, Spring, 1970. (Mimeographed.)

<sup>39</sup> Utah State Board of Education, loc. cit.

The utilization of instructional teacher aides should be contingent upon prior training. Unless such aides are trained to assist where needed, the teacher may not be able to achieve the desired goal of education, that of properly educating the youth. If schools are to use instructional teacher aides effectively, they must first ask themselves the following: "What are our goals and aspirations? What are our problems? Will aides assist in achieving these goals and reducing our problems?" In order to know the answers to such pertinent questions, careful studies need to be made to determine the proper methods of selection, the preparation necessary for effective instructional aides, and the various methods whereby such aides are effectively utilized. Following careful research, responsible innovation of instructional teacher aides into the present school system can be expanded with optimistic predictions for improved education.

CHAPTER III  
DESIGN AND PROCEDURE  
OF THE STUDY

Design

A descriptive questionnaire was mailed to each elementary teacher in the State of Utah who had been using an instructional teacher aide for at least eight weeks during the 1969-70 school year. The questionnaire was also mailed to each elementary school principal in the state where an instructional aide or aides had been used.

After the questionnaires were returned, they were computed on a frequency distribution according to each question on the questionnaire.

The questionnaire consisted of the following parts:

1. Criteria used in assigning instructional teacher aides to teachers.
2. Preparations required of instructional teacher aides.
3. Methods presently being used in the selection of instructional teacher aides.
4. Present practices being followed in the State of Utah indicating who assigns responsibilities to instructional teacher aides.
5. Responsibilities assigned to instructional teacher aides.
6. Opinions of elementary teachers using instructional teacher aides as to the procedures they prefer in the assignment of duties to instructional teacher aides.

7. Opinions of principals as to who should assign instructional teacher aides their responsibilities.

Comparisons were made between the following: (1) present practices being followed and the procedures the Utah State Board of Education has prescribed, (2) present practices being followed in the assignment of duties to teacher aides in the State of Utah and what practices the teachers who are presently using aides desire to follow, (3) what teachers desire in procedures and what the Utah State Board of Education has prescribed, and (4) what teachers desire and what principals recommend.

#### Procedure

The steps in developing this study started with a review of pertinent literature and materials pertaining to the subject. Contact by telephone was made with members of the special committee appointed by the Utah State Board of Education to study the selection, preparation, and utilization of teacher aides in the public schools in Utah. The guidelines established by this special committee, along with the results of the research, were secured and analysed. Interviews have been conducted with teachers who have "used" aides and with the aides themselves. Seminars concerning the various problems involved with the utilization of teacher aides conducted at the Edith Bowen School have been attended by the writer in an attempt to gain further insight into the problems. Participants in the seminars consisted of teachers from three rural districts in Utah and the aides assigned to them. There was a total of nine teachers and eighteen aides. They represented the Duchesne, Grand, and Uinta districts.

A descriptive questionnaire study was used for the survey. After the questionnaire, which analysed how teacher aides are selected, what preparations are presently required of them, how teacher aides are used in the classroom, and who assigns teacher aides their responsibilities, had been written, the Utah State Board of Education was contacted to determine which school districts in the State of Utah use teacher aides in the elementary schools. The superintendent of each school district using teacher aides was then contacted by letter to obtain permission to conduct the survey in each respective district. Each district was informed as to what the purpose of the is, why the survey is being conducted, and what the questionnaire contains. It was also explained to the school districts that the Utah State Board of Education and the Utah Education Association are interested in the results of this survey.

After permission from a district had been obtained, a questionnaire and a cover sheet was mailed to each elementary school teacher who has had an aide. The questionnaire was also mailed to each elementary principal whose school has had teacher aides.

Follow-up contacts were made by telephone or letter, twice if needed, in an attempt to recover as many questionnaires as possible.



CHAPTER IV  
PRESENTATION AND ANALYSIS OF DATA

Presentation of data

Personal data, about you, and about your aide. The design of the questionnaire was intended to provide certain information about the selection, preparation, and utilization of instructional teacher aides. Each part of the questionnaire provides different information pertaining to specific parts designated in the questionnaire.

The personal data section of the questionnaire was designed to obtain information about the teachers who reported and the instructional teacher aides who assisted the teachers.

The part entitled "About You" was to obtain information about the teacher who filled in the questionnaire. The answers sought in the part "About You" were to gain information as to the following:

1. The school district in which the teacher reporting was teaching.
2. The grade level being taught.
3. The number of students in each teacher's classroom.
4. The number of years teaching experience.
5. The sex of the teacher.
6. The approximate age range of the teacher.
7. The organizational pattern of the classroom.

The part entitled "About Your Aide" was to obtain information about the instructional teacher aide who assisted the reporting teacher. The

answers sought in this part were to obtain information about the following:

1. The sex of the teacher aide.
2. The age range of the teacher aide.
3. The parenthood of the teacher aide.
4. The number of teachers the teacher aide assisted other than the reporting teacher.
5. The amount of time the teacher aide worked during the school day, one-half a day or a full day.
6. The approximate number of hours the teacher aide helped the reporting teacher each day.

The answers to the 13 items assigned to this category are contained in Tables 1 through 13. The first seven tables contain responses to the items listed in "About You," and Tables 8 through 13 reflect responses to the items listed in "About Your Aide."

Table 1 identifies the school districts in Utah using teacher aides in the elementary schools. Of the 40 school districts in the State of Utah, 27 school districts reported using teacher aides in the elementary schools; and 25 of the 27 school districts completed one or more questionnaires. Salt Lake City School District returned the most questionnaires, 55, while Weber District was second with 47 questionnaires returned. The least number of questionnaires were returned by Morgan School District. It returned one. Questionnaires were not returned by either Kane or Piute school districts. Fourteen of the questionnaires returned did not indicate the school district represented.

Table 1. School districts and the number of teacher responses where teacher aides were used. (Item 1, part About You, of the questionnaire.)

School Districts in Utah Using Teacher Aides	Responded	No Response	Number of Responses
Beaver	*		2
Box Elder	*		15
Carbon	*		23
Daggett	*		4
Davis	*		12
Duchesne	*		5
Emery	*		19
Grand	*		8
Granite	*		19
Jordan	*		21
Kane		*	0
Millard	*		10
Morgan	*		1
Nebo	*		3
Piute		*	0
San Juan	*		4
Sevier	*		16
Tooele	*		19
Uintah	*		6
Wasatch	*		9
Washington	*		20
Weber	*		47
Salt Lake	*		55
Ogden	*		10
Provo	*		36
Logan	*		2
Murray	*		13
*Not Answered	---	---	14
Total	25	2	393

\*Not all questionnaires returned indicated the district represented.

The data in Table 2 shows more teacher aides were used in the first grade. Of the teachers reporting, 63, or 16.5 per cent, used teacher aides in the first grade. First-Sixth, Fifth-Tenth, and multiple teaching situations reported using only one teacher aide, or 0.26 per cent. An examination of the table will reveal rankings of other grades. Thirteen questionnaires returned did not indicate the grade level being taught.

The largest number of teacher aides were being used in the primary grades, with the intermediate grades next. The least number of teacher aides used were in classrooms with multiple grades.

Table 3 indicates the number of students in each classroom of the reporting teacher. The number of students reported in each classroom ranged from 11 to 160, with the larger numbers being team teaching situations. 70.34 per cent of the teachers reporting taught between 23 and 37 pupils per classroom.

The data in Table 4 reveals the number of years teaching experience and the percentage for each category as reported by the teachers. The category with the highest percentage, 36.95, was 11 or more years, representing 143 of the reporting teachers. One hundred twenty teachers reported teaching at least one year but not more than three years. This represented 31.00 per cent of the total reporting. This number was 5.95 per cent less than those who have taught 11 or more years and was 1.04 per cent less than those who have taught four through ten years. Six questionnaires returned did not indicate the number of years teaching experience.

Table 2. Number of teachers and per cent of teachers' responses by grade level.  
(Item 2, part About You, of the questionnaire.)

Grade Level Teaching	Number of Teachers	Per Cent of Total Responses
Kindergarten	32	8.42
Kindergarten-First-Second	2	0.52
First	63	16.57
First-Second	2	0.52
First-Second-Third	3	0.78
First-Sixth	1	0.26
Second	58	15.26
Second-Third	4	1.05
Third	58	15.26
Third-Fourth	9	2.36
Fourth	47	12.36
Fourth-Fifth	3	0.78
Fourth-Fifth-Sixth	3	0.78
Fifth	32	8.42
Fifth-Sixth	12	3.15
Fifth-Tenth	1	0.26
Sixth	47	12.36
Elementary	2	0.52
Multiple	1	0.26
*Not Answered	13	---
Total	393	

\*Not all questionnaires returned indicated the grade level of teaching.

Table 3. Number of students in each classroom where teacher aides were employed.  
(Item 3, part About You, of the questionnaire.)

Number of Students per Classroom	Number of Teachers Reporting	Number of Students per Classroom	Number of Teachers Reporting
11	1	60	3
12	2	63	1
18	3	65	2
20	2	67	1
21	2	68	1
22	7	69	2
23	11	70	2
24	13	75	3
25	20	76	2
26	16	77	1
27	20	78	1
28	23	80	2
29	13	85	1
30	24	87	1
31	24	90	2
32	20	91	2
33	16	93	2
34	13	94	7
35	24	95	3
36	20	96	1
37	11	97	1
38	9	98	1
39	6	100	2
40	3	102	2
41	5	104	1
43	1	106	1
44	1	108	2
45	4	109	1
47	1	124	1
49	1	126	2
50	4	131	1
53	2	140	1
58	2	160	1
*Not Answered			12
Total			393

\*Not all questionnaires returned indicated the number of students in each classroom.

Table 4. Number of years teaching experience and percentage for each category as reported by teachers.  
(Item 4, part About You, of the questionnaire.)

Number of Years Teaching Experience	Number of Responses	Per Cent of Total Responses
1-3	120	31.00
4-10	124	32.05
11+	143	36.95
*Not Answered	6	----
Total	393	

\*Not all questionnaires returned indicated the number of years teaching experience.

The data in Table 5 indicates the sex of the teachers reporting. Three hundred teachers were female. This equalled 78.13 per cent of the total reporting, and 84 or 21.87 per cent were male teachers. Nine questionnaires returned did not indicate the sex of the teachers.

Table 6 shows a comparison of teachers' ages in 10 year intervals. There were 143 teachers in the 20 to 30 year age range which was equal to 37.23 per cent of the total. This was 15.62 per cent higher than the next highest age range of 30 to 40 years which represented 21.61 per cent of the total. The 60 to 70 year age range had the least with 20 teachers representing 5.20 per cent of the total teachers reporting. Nine questionnaires did not indicate the age range of the teacher.

The organizational pattern of the classrooms in Table 7 reveals that over half of the teachers taught in a self-contained classroom. There were 207 teachers, or 56.09 per cent in this category while 37.12 per cent, or 137 teachers were team teachers. The total of the self-contained classroom teachers and team teaching teachers reporting represented 93.21 per cent of the total teachers reporting. Of the reporting teachers, 0.54 per cent taught in an individualized classroom. Twenty-four questionnaires returned did not indicate the organizational pattern of the classroom.



Table 5. Number of male and female teachers and percentage of each as reported by teachers.  
(Item 5, part About You, of the questionnaire.)

Teachers	Number of Responses	Per Cent of Total Responses
Female	300	78.13
Male	84	21.87
*Not Answered	9	----
Total	393	

\*Not all questionnaires returned indicated the sex of the teacher.

Table 6. Age range of teachers with the percentage for each category as reported by teachers.  
(Item 6, part About You, of the questionnaire.)

Age Range of Teachers	Number of Responses	Per Cent of Total Responses
20-30	143	37.23
30-40	83	21.64
40-50	72	18.75
50-60	66	17.18
60-70	20	5.20
*Not Answered	9	---
Total	393	

\*Not all questionnaires returned indicated the age range of teachers.

Table 7. Organizational pattern of classrooms and the percentage for each category as reported by teachers.  
(Item 7, part About You, of the questionnaire.)

Teaching Situation	Number of Responses	Per Cent of Total Responses
Self-contained	207	56.09
Team Teaching	137	37.15
Combined, Self-contained and Team Teaching	14	3.79
Departmentalized	4	1.08
Individualized	2	0.54
Non-graded	5	1.35
*Not Answered	24	---
Total	393	

\*Not all questionnaires returned indicated the organizational pattern of the classroom.

Table 8 reveals that 366, or 94.57 per cent, teachers reported using female teacher aides. Only 21, or 5.43 per cent, teachers reported using male teacher aides. It is of special interest to recognize that there were this many male teacher aides. Six questionnaires returned did not indicate the sex of the teacher aide.

The data in Table 9 indicates the age of teacher aides, grouped in ten year intervals, with the per cent for each interval. The highest per cent, 35.70, of teacher aides were in the age range of 30 to 40 years. There were 29.10 per cent of the teacher aides in the 20 to 30 age range. The 20 to 30 age range and the 30 to 40 age range intervals represent 64.81 per cent of the total who reported.

There was one teacher aide, or 0.26 per cent, who was in the 70 to 75 age range. More than four-fifths, or 84.61 per cent, were between 20 and 50 years of age. Fifteen questionnaires returned did not indicate the age range of the teacher aide.

In Table 10 the responses indicate that 280 of the 380 teacher aides were parents. The figure of 280 equals 73.68 per cent of the total reported. Thirteen questionnaires returned did not indicate whether the teacher aide was a parent.

The data in Table 11 reveals that 86.92 per cent of the teacher aides helped other teachers in addition to the teacher reporting. Eighty-eight teacher aides, or 23.80 per cent, helped two other teachers, and 26 teachers reported their teacher aide helped six teachers in addition to themselves. There was one teacher aide who helped 26 teachers in addition to the teacher reporting.

Twenty-four questionnaires returned did not indicate the number of teachers the teacher aide helped.

Table 12 indicates that approximately three out of five teacher aides, or 58.98 per cent, worked a full day. Teacher aides who worked one-half a day were two-fifths, or 41.01 per cent. Twenty questionnaires returned did not indicate the amount of time the teacher aide worked each day.

Table 13 shows that teacher aides assisted the teachers reporting between one-half hour and nine hours each day. There were 17.47 per cent of the teacher aides who helped one-half hour each day, while .53 per cent helped the reporting teacher nine hours each day. The largest per cent, 23.11, of the teacher aides assisted the reporting teacher one hour each day. There were three-fifths, or 60.46 per cent, of the teacher aides who assisted the teachers between one-half hour and two hours each day.

Table 8. The sex of teacher aides and the percentage of males and females as reported by teachers.  
(Item 1, part About Your Aide, of the questionnaire.)

Sex of Teacher Aides	Number of Responses	Per Cent of Total Responses
Male	21	5.43
Female	366	94.57
*Not Answered	6	---
Total	393	

\*Not all questionnaires returned indicated the sex of the teacher aide.

Table 9. Age range of teacher aides with the percentage of each category as reported by teachers.  
(Item 2, part About Your Aide, of the questionnaire.)

Age Range of Teacher Aides	Number of Responses	Per Cent of Total Responses
Below 20	25	6.62
20-30	110	29.10
30-40	135	35.71
40-50	75	19.84
50-60	28	7.40
60-70	4	1.06
70-75	1	0.27
*Not Answered	15	---
Total	393	

\*Not all questionnaires returned indicated the age range of the teacher aide.

Table 10. Parenthood of teacher aides with percentage for each answer as reported by teachers.  
(Item 3, part About Your Aide, of the questionnaire.)

Parenthood	Number of Responses	Per Cent of Total Responses
Yes	280	73.68
No	100	26.31
*Not Answered	13	---
Total	393	

\*Not all questionnaires returned indicated the parenthood of the teacher aide.



Table 11. The number of teachers the teacher aide helps and the percentage of that number in addition to the teacher reporting.  
(Item 4, part About Your Aide, of the questionnaire.)

Number of Teachers Your Aide Helps Other Than Yourself	Number of Responses	Per Cent of Total Responses
0	48	13.00
1	70	18.97
2	88	23.84
3	49	13.27
4	21	5.69
5	24	6.50
6	26	7.04
7	5	1.35
8	3	0.81
9	3	0.81
10	9	2.43
11	4	1.08
12	9	2.43
13	4	1.08
14	2	0.54
15	1	0.27
24	1	0.27
25	1	0.27
26	1	0.27
*Not Answered	24	-----
Total	393	

\*Not all questionnaires returned indicated the number of teachers the teacher aide helped in addition to the teacher reporting.

Table 12. Approximate amount of time teacher aide worked with the reporting teacher and the percentage for that time.  
(Item 5, part About Your Aide, of the questionnaire.)

Your Aide Works Approximately	Number of Responses	Per Cent of Total Responses
One-half School Day	153	41.02
Full School Day	220	58.98
*Not Answered	20	---
Total	393	

\*Not all questionnaires returned indicated the amount of time the teacher aide worked with the reporting teacher each day.

Table 13. Approximate time the teacher aide assisted the reporting teacher and the percentage for that time.  
(Item 6, part About Your Aide, of the questionnaire.)

The Approximate Number of Hours Your Aide Helped You Each Day	Number of Responses	Per Cent of Total Responses
$\frac{1}{2}$	65	17.47
1	86	23.11
$1\frac{1}{2}$	31	8.33
2	43	11.55
$2\frac{1}{2}$	13	3.49
3	32	8.60
$3\frac{1}{2}$	8	2.15
4	23	6.18
$4\frac{1}{2}$	1	0.26
5	7	1.88
$5\frac{1}{2}$	6	1.61
6	23	6.18
$6\frac{1}{2}$	2	0.53
7	12	3.22
$7\frac{1}{2}$	5	1.34
8	13	3.49
9	2	0.53
*Not Answered	21	----
Total	393	

\*Not all questionnaires returned indicated the approximate time the teacher aide assisted the teacher reporting.

Part I. The purpose of Part I of the questionnaire was to obtain information as to what criteria was used by the school districts to determine the necessity of assigning a teacher aide to a particular teacher or school. Part I of the questionnaire contains criteria used to help determine the need for assigning a teacher aide. In items seven and eight, the principals and the teachers indicated a general appraisal of their teacher aides.

The replies to the items assigned to Part I of the questionnaire are contained in Tables 14 to 16. Table 14 contains the replies to items one through five. Table 15 contains the replies to item seven. The replies to item eight are contained in Table 16.

In Table 14, "You had a high pupil-teacher ratio," seemed to be the main reason for employing teacher aides, according to the teachers.

According to the principals, "You had a high pupil-teacher ratio," and "Your clerical duties were so extensive they took you away from instruction time," were the paramount reasons for employing teacher aides.

Both the principals and the teachers agreed the reason least used for employing a teacher aide was that the teacher needed assistance.

The information in Table 15 indicates that both the principals and the teachers felt that the teacher aide contributed to meeting the needs of the individual pupils. There were 94.63 per cent of the teachers who indicated teacher aides helped meet the individual pupil needs, while 98.14 per cent of the principals indicated teacher aides helped in meeting the needs of the individual pupils.

An examination of the data in Table 16 reveals that the principals and the teachers almost unanimously agreed that they would like to have teacher aides assigned to them for the next school year. Of the teachers, 96.55 per cent indicated a desire for a teacher aide to be assigned to them for the next school year. In addition, 98.07 per cent of the principals expressed a desire for the assignment of teacher aides for the next school year.

Table 14. Criteria used by principals and teachers to determine teacher aide assignment.  
(Items 1-5, Part I of the questionnaire.)

Criteria used in determining the necessity of assigning a teacher aide to you or your school.	Teacher				Principal			
	Total	Yes	No	Rank	Total	Yes	No	Rank
Your clerical duties were so extensive they took you away from instruction time.	320	209	111	3	44	35	9	1
Many children in your class had handicapping learning conditions or were educationally impoverished.	325	176	149	4	45	25	20	4
You (teacher) needed assistance with technical courses such as art, music, physical education, and others.	301	87	214	5	42	11	31	5
You (teacher) needed more time to prepare for instruction.	324	230	94	2	43	32	11	3
You (teacher) had a high pupil-teacher ratio.	336	248	88	1	46	35	11	1

Table 15. Principals' and teachers' opinions of the contributions made by teacher aides in meeting the needs of individual pupils and the percentage of those opinions.  
(Item 7, Part I of the questionnaire.)

Principals' and Teachers' Opinions of Teacher Aide Contributions in Meeting the Needs of the Individual Pupils	Teacher				Principal			
	Total	Yes	No	Per Cent Yes	Total	Yes	No	Per Cent Yes
Do you believe the assignment of an aide to your classroom has contribu- ted in meeting the needs of your individual pupils?	373	353	20	94.63	54	53	1	98.14
*Not Answered	20				6			
Total	393				60			

\*Not all questionnaires returned indicated the opinions of principals or teachers toward the contributions made by teacher aides in meeting the needs of the individual pupils.

Table 16. Principals' and teachers' opinions as to their desires to have teacher aides for the next school year with the percentage of those opinions.  
(Item 8, Part I of the questionnaire.)

Principals' and Teachers' Opinions as to Their Desires to Have Teacher Aides for the Next School Year	Teachers				Principals			
	Total	Yes	No	Per Cent Yes	Total	Yes	No	Per Cent Yes
Would you like to have an aide assigned to you for the next school year?	377	364	13	96.55	52	51	1	98.07
*Not Answered	16				8			
Total	393				60			

\*Not all questionnaires returned indicated if the principals or teachers would like to have an aide assigned to them for the next school year.



Write-ins on questionnaire. The following are typical written remarks observed in the survey that "indicate the criteria used in determining the necessity of assigning a teacher aide to you or your school." The number in parentheses following each item indicates the number of responses for that item.

To give slow groups additional help. (1)

Materials provided do not fit ability of children, and we were told to make new ones that will fit. (1)

Previous experience in working with teacher aides. (1)

Part of a training program for aides. We were chosen arbitrarily. (2)

A special project is being tested with the use of aides. (4)

I needed someone to do the time-consuming artistic tasks--bulletin boards, taking up and putting down of children's work, etc. (2)

My aide and I participated in EPDA Project TEACH at Edith Bowen Lab School first semester. (1)

We use an individualized reading program which requires much individual attention. (4)

Aide was sent because of a title project in our district. (4)

Work with children who need individual help. (5)

Multi-grades. (5)

Help Indian children who were slow learners. (1)

Help in compiling materials and files. (1)

Programmed reading necessitates assistance. (3)

Needed for checking work of students. (1)

Helps with slow readers who are not in special reading  
and corrects some papers. (1)

Needed to help teach reading, teaching sounds. (1)

Supervise small groups. (1)

Fast children require additional materials. (1)

More help for children in learning disability areas. (1)

Help with a highly individualized program. (5)

Part of the organizational program. (1)

Part II. Various methods were used in the selection of teacher aides. In Part II the principals and the teachers responded to the list of possible methods used in making the selection of teacher aides. Their responses indicate the extent each method was utilized.

The responses to the items assigned to this category are contained in Tables 17 and 18. Table 17 contains the responses to items 9 through 14. Table 18 contains the responses to item 15.

Table 17 indicates "the prospective teacher aide interviews with the principal" as being the most common way teacher aides were selected. The principals and the teachers also agree the most uncommon way for a teacher aide to be selected was by interviewing with the superintendent, principal, and teacher. Not all questionnaires returned indicated the most common way teacher aides were selected.

The data in Table 18 reveals that the prospective teacher aides filled out an application as a method used for the selection of teacher aides. Of the teachers reporting, 81.71 per cent indicated the prospective teacher aides filled out an application. Of the principals reporting, 88.46 per cent indicated that the prospective teacher aides filled out an application. Not all questionnaires returned indicated whether the prospective teacher aides filled out an application.

Table 17. Methods used to select teacher aides as indicated by the number of principals and teachers reporting.  
(Items 9-15, Part II of the questionnaire.)

Indicate the methods presently being used in your school for the selection of your teacher aide (or aides).	Teachers				Principals			
	Total	Yes	No	Rank	Total	Yes	No	Rank
The prospective teacher aide interviews with the teacher.	285	55	230	5	45	18	27	4
The prospective teacher aide interviews with the principal.	324	273	51	1	53	47	6	1
The prospective teacher aide interviews with the principal and teacher.	280	71	209	3	49	25	24	2
The prospective teacher aide interviews with the superintendent and principal.	234	67	167	4	55	24	31	3
The prospective teacher aide interviews with the superintendent.	242	91	151	2	45	14	31	5
The prospective teacher aide interviews with the superintendent, principal, and teacher.	242	17	225	6	39	4	35	6

Table 18. Methods used to select teacher aides as indicated by the number of principals and teachers reporting with the percentage for the "yes" answers.  
(Items 9-15, Part II of the questionnaire.)

Indicate the method presently being used in your school for the selection of your teacher aide (or aides).	Teachers				Principals			
	Total	Yes	No	Per Cent Yes	Total	Yes	No	Per Cent Yes
The prospective teacher aide fills out an application.	268	219	49	81.71	52	46	6	88.46

Write-ins on questionnaire. The following are written remarks observed in the survey that indicate "the methods presently being used in your school for the selection of your teacher aide (or aides)." The number in parentheses following each item indicates the number of responses for that item.

Interviews are conducted by follow-through supervisors. (4)

Sometimes interviewed by Title I coordinator. (5)

Recommended after first year by teacher. (1)

The prospective teacher suggests names of persons whom he or she thinks capable and with whom he feels he can work. (1)

College students assigned at request of experimental project. (2)

My aide is a retired elderly teacher already acquainted with the school and personnel. (1)

We were not aware of how the aide was chosen other than we were permitted to interview. (1)

A high school girl was just sent to us. (1)

She had worked for the district before. (1)

Board of education. (1)

They interview at the district office. (2)

Do not know method used. (2)

The person who assigns the teachers to their position, not superintendent. (1)

Selected by a committee organized for that purpose. (2)

Teachers should have something to say in selection of aide.

I especially wanted an aide who could assist in music, but this was not considered. (1)

Part III. Part III of the questionnaire was designed to indicate the preparation possessed by teacher aides. According to this section, the education of teacher aides varied, as did the experience and preparation they possessed.

The answers to the 14 items assigned to this category are contained in Tables 19 through 21. The answers to items 17 through 19 are contained in Table 19. The answers to items 20 through 24 and 29 through 30 are contained in Table 20. The answers to items 25 through 28 are contained in Table 21.

In Table 19 the teachers and the principals indicated the academic preparation possessed by teacher aides. According to the teachers, the highest per cent, 46.19, of the teacher aides have attended at least two years of college. The principals indicated that the highest per cent, 52.63, of the teacher aides were only high school graduates. The teachers indicated that 2.79 per cent of teacher aides were less than a high school graduate. The principals indicated that only 1.75 per cent of teacher aides were less than a high school graduate.

Questionnaires returned from 35 teachers and 3 principals did not indicate the academic preparation of teacher aides.

Table 20 shows "a comtable personality" as being the most common preparation possessed by teacher aides. According to the teachers, the most uncommon preparation possessed by teacher aides was successful completion of a workshop. The principals indicated a "potential teacher" as the most uncommon preparation possessed

by a teacher aide. Not all questionnaires returned indicated other types of preparations of teacher aides.

Table 21 shows the preparation possessed by teacher aides. The teachers ranked as the number one preparation possessed by your teacher aide "Certified teachers who do not desire to teach full time." Two preparations were ranked by the principals as the number one preparation possessed by your teacher aide. The two preparations were "teachers whose certificates have expired" and "certified teachers who do not desire to teach full time." Ranked as the most uncommon preparation of teacher aides, according to the teachers, was "a retired teacher or retired individual from other occupations." The principals indicated that "certified teachers unable to gain employment as a teacher" ranked as the most uncommon preparation of teacher aides. Not all questionnaires returned indicated the preparations of teacher aides.



Table 19. Academic preparations of teacher aide (or aides) as reported by teachers and principals by grade level and percentage.  
(Items 17-19, Part III of the questionnaire.)

Indicate the academic preparation possessed by your aide (or aides).	Teachers		Principals	
	Yes	Per Cent	Yes	Per Cent
Less than a high school graduate	10	2.79	1	1.75
A high school graduate	172	48.05	30	52.63
A minimum of two years of college	176	49.16	26	45.62
*Not Answered	35		3	
Total	393		60	

\*Not all questionnaires returned indicated the academic preparations of teacher aides.

Table 20. Other types of preparations of teacher aides as reported by the teachers and the principals.  
(Items 20-24, and 29-30, Part III of the questionnaire.)

Indicate the preparations possessed by your aide (or aides).	Teachers				Principals			
	Total	Yes	No	Rank	Total	Yes	No	Rank
Demonstrated competence in the subjects where assistance is rendered.	317	275	42	4	49	44	5	4
Demonstrated ability to work with students successfully.	329	299	30	3	53	48	5	2
Successful completion of workshop for teacher aides.	247	101	146	7	44	22	22	6
A potential teacher.	284	151	133	6	43	20	23	7
Special abilities of skills.	293	214	79	5	52	45	7	3
Compatible personality.	337	325	12	1	53	50	3	1
Ability to work as a team member.	319	300	19	2	47	43	4	5

Table 21. Preparations of teacher aide (or aides) as reported by the teachers and the principals.  
(Items 25-28, Part III of the questionnaire.)

Preparations possessed by your aide (or aides).	Teachers				Principals			
	Total	Yes	No	Rank	Total	Yes	No	Rank
Retired teacher or retired individual from other occupations.	259	10	249	4	44	6	38	3
Teacher whose certification has expired	258	14	244	3	45	8	37	1
Certified teacher who does not desire to teach full time.	269	29	240	1	43	8	35	1
Certified teacher unable to gain employment as a teacher.	256	17	239	2	38	5	33	4

Write-ins on questionnaire. The following are written remarks observed in the survey that "indicate the preparations possessed by your aide (or aides)." The number in parentheses following each item indicates the number of responses for that item.

Our pilot program was to train people without experience. (1)

Great love for children. (3)

Aide has many hours of instruction in the teaching of reading but has never been certified. (1)

Aide is sort of scatterbrained, and does not follow directions too well. (1)

Aide lacks interest in seeing that students complete daily work, does nothing extra. (1)

Aide does not follow through. We plan together what he is to do each day. He is to correct the papers for the subjects he teaches. Very quickly he learned that the less the students do, the less he has to do. (1)

Able to grasp situations or instructions quickly and follow through successfully. (1)

Aide is mostly clerical in nature. (3)

Aide needed a job. (2)

Aide has had some college work. (1)

Graduate student in educational psychology. (1)

Aide is willing to follow instructions in helping groups of students with math skills and reading skills. (1)

College graduate in another field. (2)

Aide taught in Idaho with provisional certificate. (1)

Aide cannot handle more than six to eight pupils in a group. (1)

Aide has completed the 18 week E.P.D.A. training project at Utah State University. (2)

Aide has insight into personal problems of children. They are black and so is she. (1)

Aide is able to help with visual aids and helps control one child's behavior. (1)

Aide works fast with hands and plays piano. (1)

Aide went through the federal training program. (1)

Part IV. Part IV of the questionnaire allowed the principals and the teachers to indicate the present practices being followed in their schools as to who assigns responsibilities to teacher aides. The items deal with individual and combination assignment being made by the teacher, principal, superintendent, and a special committee.

The results of the items assigned to this category are contained in Tables 22 and 23. The results of items 32 through 38 are contained in Table 22. The results of item 39 are contained in Table 23.

According to the principals and the teachers as indicated in Table 22, the teachers assigned responsibilities to teacher aides. Only four responses from the teachers indicated that a special committee assigned responsibilities to teacher aides. The principals unanimously reported that the superintendent, and the superintendent and the principal never assign responsibilities to teacher aides. Not all questionnaires returned indicated the present practices being followed as to who assigned responsibilities to teacher aides.

In Table 23, the principals almost unanimously (96.36 per cent) reported that the teacher and teacher aide cooperatively plan together for the assignment of teacher aide responsibilities. Of the teachers reporting, 86.80 per cent indicated the teacher and teacher aide cooperatively plan together. Fifty-two teachers' and five principals' questionnaires returned did not indicate present practices used in the assignment of teacher aide responsibilities.

Table 22. Assignment of teacher aide responsibilities as reported by the teachers and the principals.  
(Items 32-39, Part IV of the questionnaire.)

Present practices being followed in your school district as to who assigns responsibilities to teacher aides.	Teachers				Principals			
	Total	Yes	No	Rank	Total	Yes	No	Rank
Teachers assign responsibilities.	348	314	24	1	51	47	4	1
The principal assigns responsibilities.	273	136	137	3	43	26	17	3
The principal and teacher assign responsibilities.	306	191	115	2	52	43	9	2
The superintendent assigns responsibilities.	239	9	230	5	40	0	40	6
The superintendent and principal assign responsibilities.	227	6	221	6	39	0	39	6
The superintendent, principal, and teacher assign responsibilities.	239	15	224	4	42	2	40	4
A special committee assigns responsibilities.	237	4	233	7	41	1	40	5

Table 23. Assignment of teacher aide responsibilities as reported by the teachers and the principals with the percentage for the "yes" answers.  
(Items 32-39, Part IV of the questionnaire.)

Present practices being followed in your school district as to who assigns responsibilities to teacher aides.	Teachers				Principals			
	Total	Yes	No	Per Cent Yes	Total	Yes	No	Per Cent Yes
The teacher and teacher aide cooperatively plan together.	341	296	45	86.80	55	53	2	96.36
*Not Answered	52				5			
Total	393				60			

\*Not all questionnaires returned indicated present practices in the assignment of teacher aide responsibilities.



Write-ins on questionnaire. The following are written remarks observed in the survey that "indicate the present practices being followed in your school as to who assigns responsibilities to teacher aides." The number in parentheses following each item indicates the number of responses for that item.

All teachers concerned plan together. (1)

Planning time is too short as the aide arrives after the students and leaves just at lunch period. (1)

Team leader assigns the aide her work. (1)

Aide was used as a full-time teacher. (1)

The superintendent specified the areas in which the aide could and could not work. (1)

Remedial reading teacher directs responsibilities. (1)

Each office has its standards, so we really all have a part in assigning the aide her duties. (1)

Local association gives some guidelines to follow as well as the State Department of Education. (1)

The teacher does the planning, and the aide helps her carry out the plans. (1)

Teachers list the correcting and testing to be done by aide. (1)

Part V. Part V of the questionnaire was answered by the teachers only. The items in this category can be classified into four sub-headings. They are the following:

1. Non-classroom duties performed by teacher aides.
2. Classroom duties performed by teacher aides.
3. Classroom duties performed by teacher aides working with pupils.
4. List of subject areas in which teacher aides assisted pupils most frequently.

The replies to the items assigned to this category are contained in Tables 24 through 27. The replies to items 41 through 45 are contained in Table 24. The replies to items 46 through 48 are contained in Table 25. The replies to items 49 through 57 are contained in Table 26. The replies to item 58 are contained in Table 27.

Table 24 shows non-classroom duties performed most often by teacher aides to be clerical work such as typing and dittoing, record keeping, filing, and copying information on the board. The non-classroom duties performed least by teacher aides were preparing a calendar of special activities and the daily schedule. Not all questionnaires returned indicated the non-classroom duties performed by teacher aides.

It is indicated in Table 25 that the classroom duties most often performed by teacher aides were constructing charts and supervising the preparation of bulletin boards. The duty performed least by the teacher aides was maintaining the physical appearance of the

room by keeping all areas neat and clean. Not all questionnaires returned indicated the classroom duties performed by teacher aides not working with children.

Table 26 indicates that helping pupils with assigned work was the paramount classroom duty performed by teacher aides working with pupils. The classroom duty performed least by teacher aides was helping pupils prepare for and supervise sharing activities. Not all questionnaires returned indicated classroom duties performed by teacher aides working with children.

Table 27 shows that reading was the subject with which teacher aides assisted pupils most frequently. Assisting with arithmetic assignments ranked second. The seven categories tying for last were the following: correct papers, evaluation of pupils' work and progress, placement testing, research material, science, perceptual skills, and oral reports. Only one teacher aide reported assisting pupils with each subject. Half of the teacher aides (50.18 per cent) assisted pupils with reading and arithmetic assignments. Not all questionnaires returned indicated the subject areas in which teacher aides assisted pupils most frequently.

Table 24. Non-classroom duties performed by teacher aides as reported by teachers.  
(Items 41-45, Part V of the questionnaire.)

Duties performed by the teacher aide while working under your direction.	Total	Yes	No	Rank
Clerical work such as typing and dittoing, record keeping, filing, and copying information on the board.	368	333	35	1
Preparing calendar of special activities and daily schedule.	288	71	217	5
Responsible in caring for and procuring library books, audio visual materials, and instructional equipment.	304	140	164	3
Distribute and collect instructional materials.	302	156	146	2
Collect money.	295	102	193	4

Table 25. Non-instructional classroom duties performed by teacher aides not working with children.  
(Items 46-48, Part V of the questionnaire.)

Duties performed by the teacher aide while working under your direction.	Total	Yes	No	Rank
Construct charts and supervise the preparation of bulletin boards.	325	225	100	1
Responsible for room decorations, room arrangements, and interest area preparation.	298	106	192	2
Maintain physical appearance of room by keeping storage areas, windows, chalkboards, sink, and furniture clean.	296	87	209	3

Table 26. Instructional classroom duties performed by teacher aides working with children.  
(Items 49-57, Part V of the questionnaire.)

Duties performed by the teacher aides while working under your direction.	Total	Yes	No	Rank
Help pupils with assigned work without doing the work for them.	352	304	48	1
Listen to and assist pupils with reading.	349	294	55	2
Supervise enrichment activities.	301	173	128	4
Help pupils prepare for and supervise sharing activities.	280	90	190	9
Help pupils during times of minor illness or injury at school.	304	177	127	3
Tutor pupils during school hours.	303	173	130	4
Help pupils solve disputes at school.	294	136	158	8
Read stories to the pupils.	296	141	155	7
Assist in teaching subject areas in which the aide has particular talent, i.e., art, music, physical education, and others.	304	171	133	6

Table 27. Subject areas in which teacher aides assisted pupils.  
(Item 58, Part V of the questionnaire.)

Subjects teacher aides assisted pupils with most frequently.	Responses	Rank
Arithmetic assignments	107	2
All areas of the curriculum	10	11
Art work	33	3
Preparing and giving book reports	2	18
Preparing bulletin boards	2	18
Clerical duties	12	9
Computer retrieval	2	18
Correct papers	1	26
Creativity development	2	18
Evaluation of pupils' work and progress	1	26
Supervise field trips	2	18
Individualized help	8	13
Language assignments	30	4
Lunch room monitor	2	18
Music	30	4
Physical education	25	7
Phonics	8	13
Placement testing	1	26
Supervise playground	7	15
Reading	158	1
Record keeping	4	17
Research material	1	26
Science	1	26
Social studies	11	10
Spelling	29	6
Reading stories to the class	2	18
Supervise study time	4	17
Administering tests	15	8
Tutoring where needed	5	16
Hand writing	9	12
Perceptual skills	1	26
Oral reports	1	26
Correct workbooks	2	18

Part VI. Part VI of the questionnaire allowed the principals and the teachers to indicate their opinion as to who should assign teacher aides their responsibilities. The selection could either be a teacher, principal, superintendent, committee, or combinations of those listed. Table 28 contains the tabulated responses to the items in Part VI of the questionnaire.

In Table 28 the teachers preferred two or more teachers to whom the aide was assigned to assign the teacher aides responsibilities. The principals' responses indicated they believed the principal and one or more teachers to whom the aide was assigned should assign responsibilities to the teacher aides. Only two teachers indicated the superintendent should assign responsibilities to the teacher aides. The principals all agreed the superintendent should not assign the teacher aide responsibilities. Not all questionnaires returned indicated the opinions of the principals and the teachers as to who should assign responsibilities to teacher aides.



Table 28. Principals' and teachers' opinions as to who should assign responsibilities to teacher aides.  
(Items 59-66, Part VI of the questionnaire.)

Your opinion as to who should assign teacher aides their responsibilities.	Teachers				Principals			
	Total	Yes	No	Rank	Total	Yes	No	Rank
One teacher to whom the aide is assigned.	284	210	74	2	47	23	24	3
Two or more teachers to whom the aide is assigned.	288	238	50	1	42	33	9	1
The principal.	227	51	176	4	35	20	15	4
The principal and one or more teachers to whom the aide is assigned.	274	153	121	3	39	33	6	1
The superintendent.	214	2	212	8	30	0	30	8
The superintendent and principal.	213	3	210	7	31	3	28	7
The superintendent, principal, and teacher to whom the aide is assigned.	228	31	197	5	31	5	26	5
The curriculum coordinator or supervisor.	216	26	190	6	32	5	27	5

Write-ins on questionnaire. The following are written remarks observed in the survey that "indicate your opinion as to who should assign teacher aides their responsibilities." The number in parentheses following each item indicates the number of responses for that item.

The curriculum coordinator or supervisor should advise the teachers about their use of the aides. (1)

It should be a joint assignment with the teacher having a solid say in the final decision. (1)

The aide must be consulted in assigning responsibilities both on a yearly and daily basis. (1)

Weekly planning sessions (20 to 30 minutes) with the aide, other fourth grade teachers, and myself have been extremely helpful and have produced good results. (1)

I feel the aide should be selected for her assignment according to her qualifications in more than just one area so she could be more useful in the classroom. (1)

The teacher and aides should plan together. (1)

The teacher the aide is working with at the time should assign the aide his responsibilities according to a flexible but dependable time table. (1)

All teachers in a given team to which an aide is assigned should share the amount of time available. (1)

Superintendent and principal could set up guidelines. (1)

Teachers are responsible for room environment and know where the aide is most useful. (1)

The aide should be directly under a teacher, but should have had her role as an aide outlined by the principal before any duties are performed. (1)

The aides assist all teachers in our building. (1)

Teachers who have the use of the aide should assign them their responsibilities. (1)

Personally, I have used the aide very little. This questionnaire has given me some good ideas as to ways the aide could be used, and I'd like a copy for my files if you have an extra one. (1)

I have had a very competent aide. She has been extra cooperative and willing. She has been such a big help to my students. (1)

I wish the superintendent, principal, and teacher would assign the aide her responsibilities. My aide has never completed anything I have asked her to complete. (1)

The aide isn't terribly reliable, so I do most everything myself. It gets done faster and more to my liking. (1)

I think that if the aide had met with the fourth grade teachers (three of them) we could have used her services much better. (2)

Duties and responsibilities should be clearly defined for each position. Most trouble starts because of a lack of clearly defined duties and responsibilities. i.e., lunch room duty. Is the teacher responsible? Is the aide responsible? Does the principal, teacher, or superintendent assign lunch room duty? Also, there is the matter of legal responsibilities. Is the teacher or aide responsible for the children if the aide works with them? (1)

### Analysis of data

Methods for selecting teacher aides. It is satisfying to compare the recommendations made by the Utah State Board of Education for selecting teacher aides with the tabulated results as indicated in Tables 17 and 18 illustrating the present practices for selecting aides. Table 17 indicates the prospective teacher aide interviews with the principal as ranking first in methods being used to select teacher aides. The guidelines do recommend, however, that the interview should consist of " . . . both administrator and teacher." Table 18 reveals that the second most common method of selecting teacher aides is through the completion of an application. Teachers indicated that 81.71 per cent of the prospective teacher aides filled out an application. Principals indicated that 88.46 per cent of the prospective teacher aides filled out an application. The Utah State Board of Education lists a "completed application form" first in its suggested recommendations of methods to be used in selecting teacher aides.

All evidence indicates that the guidelines prescribed by the Utah State Board of Education on the methods used for selecting teacher aides are being followed by the majority of school districts using teacher aides in the State of Utah.

Preparations possessed by teacher aides. According to the results of the questionnaire, a high percentage of teacher aides did not possess training beyond the high school level. Principals and teachers did not agree on the academic preparations possessed by their teacher aides. The highest percentage reported by teachers

revealed that 49.16 per cent had attended two years of college while the highest per cent reported by principals, 52.63, were only high school graduates. Both principals and teachers agreed a compatible personality and a certified teacher who does not desire to teach full time were the paramount preparations possessed by teacher aides.

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

Utilization of teacher aides. The results of the questionnaire reveal in Table 24 that the teachers indicated the classroom duties performed most often by teacher aides were clerical work. According to the teachers in Table 25, the classroom duties most often performed by teacher aides were constructing charts and supervising the preparation of bulletin boards. Helping pupils with assigned work was the paramount duty performed according to the teachers in Table 26. In Table 27 the teachers indicated reading was the subject with which teacher aides assisted pupils most frequently.

In comparison, the guidelines of the state board of education indicate the teacher aide could perform instructional tasks under the direction of the teacher. The teacher aide would perform treatment tasks only as directed by the teacher. Examples of these would be reading to students, showing films, administering tests, cataloging and classifying materials, preparing instructional materials, and other similar tasks.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The Elementary and Secondary Education Act of 1965 involved many phases of the American educational system. The passage of the act was an effort to help create better educational opportunities for all American children. It was becoming apparent to legislators that our educational programs were not reaching the standards of efficiency that they were potentially capable of achieving. Legislators agreed with educators that the present school teacher was becoming enslaved with technical and clerical duties which could be performed by others.

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

Since the passage of the Elementary and Secondary Education Act of 1965, there has been a sharp increase in the use of teacher aides and other auxiliary personnel in the public classrooms of Utah. The Utah State Board of Education appointed a special committee

to study how to select, prepare, and utilize teacher aides. The guidelines established by the committee have been adopted by the State Board, but these guidelines do not constitute the final answer to the problem of how to select, train, and use teacher aides.<sup>1</sup> The same committee that was appointed by the Utah State Board of Education to study the problems related to teacher aides has indicated that no comprehensive study has been conducted in Utah to analyze how teacher aides are selected, what preparation is required of teacher aides, who assigns duties to teacher aides, and how teacher aides are utilized.<sup>2</sup>

The purpose of this study, therefore, was to make an analysis of the following:

1. Criteria used in assigning instructional teacher aides to teachers.
2. Preparations required of instructional teacher aides.
3. Methods presently being used in the selection of instructional teacher aides.
4. Present practices being followed in the State of Utah indicating who assigns responsibilities to instructional teacher aides.
5. Responsibilities assigned to instructional teacher aides.
6. Opinions of elementary teachers using instructional teacher aides as to the procedures they prefer in the assignment of duties to instructional teacher aides.
7. Opinions of elementary principals as to who should assign instructional teacher aides their responsibilities.

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<sup>1</sup> Utah State Board of Education, loc. cit., p. iii.

<sup>2</sup> Interview with Dorothy Zimmerman, loc. cit.

To obtain information that led to accomplishing the goals of this paper, a descriptive questionnaire was mailed to each elementary school teacher in the State of Utah who had been assigned an instructional teacher aide during the 1969-70 school year. The questionnaire was also mailed to each elementary school principal in the state where a teacher aide or aides were employed.

After the questionnaires were returned, they were tabulated; and the results were recorded on charts. Comparisons were made between present practices being followed in the selection, preparation, and utilization of instructional teacher aides and the procedures prescribed by the Utah State Board of Education.

#### Conclusions

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

1. Of the 40 school districts in the State of Utah, 27 school districts reported using teacher aides in the elementary schools during the 1969-70 school year, and 25 of the 27 school districts using aides completed one or more questionnaires.

2. More teacher aides were used in the first grade. Of the teachers reporting, 63, or 16.5 per cent of the total reporting teachers, used teacher aides in the first grade. First-sixth, fifth-tenth, and other multiple grade teaching situations reported using the least number of teacher aides.

3. The number of students in each classroom of the reporting teacher ranged from 11 to 160, with the larger numbers being team



teaching situations. Of the teachers reporting, 70.34 per cent taught between 23 and 37 pupils per classroom.

4. Of the teachers reporting, the category with the highest percentage, 36.95, had taught 11 or more years. This represented 143 of the 393 reporting teachers. Teachers who reported having taught between four and ten years represented 32.05 per cent, and 31.00 per cent of the teachers reported teaching at least one year but not more than three years.

5. Of the teachers reporting, 300 were female. This equalled 78.13 per cent of the total reporting, and 84 or 21.87 per cent were male teachers.

6. A comparison of teacher ages grouped in 10 year intervals revealed that more teachers were in the 20 to 30 year age range. There were 143 of the 393 teachers in the 20 to 30 year age range which was equal to 37.23 per cent of the total. This was 15.62 per cent higher than the next highest age range of 30 to 40 which represented 21.61 per cent of the total.

7. Over half of the teachers taught in a self-contained classroom. There were 207 teachers, or 56.09 per cent, in this category while 37.12 per cent, or 137 teachers, were team teachers. The total of the self-contained classroom teachers and team teaching teachers reporting represented 93.21 per cent of the total teachers reporting. The remainder were in other teaching situations.

8. Of the teachers reporting, 366, or 94.57 per cent, reported using female teacher aides. Only 21, or 5.43 per cent, teachers reported using male teacher aides.

9. The age of teacher aides, grouped in ten year intervals, reveals the highest per cent, 35.70, of teacher aides were in the age range of 30 to 40 years. There were 29.10 per cent of the teacher aides in the 20 to 30 year age range. The 20 to 30 year and the 30 to 40 year age range intervals represented 64.81 per cent of the total who reported. More than four-fifths, or 84.61 per cent, of the teacher aides were between 20 and 50 years of age.

10. The reporting teachers' responses indicated that 280 of the 380 teacher aides were parents. The figure of 280 equals 73.68 per cent of the total reported.

11. The majority of teacher aides helped more than one teacher. There were 86.92 per cent of the teacher aides who helped other teachers in addition to the teacher reporting.

12. Approximately three out of five teacher aides, or 58.98 per cent, worked a full day.

13. Teacher aides assisted individual teachers between one-half an hour and nine hours each day. The largest per cent, or 23.11, of the teacher aides assisted the reporting teacher one hour each day. There were three-fifths, or 60.46 per cent, of the teacher aides who assisted the teachers between one half an hour and two hours each day.

14. "You had a high pupil-teacher ratio," seemed to be the main reason for employing teacher aides, according to the teachers.

According to the principals, "you had a high-pupil-teacher ratio," and "your clerical duties were so extensive they took you away from instruction time," were the paramount reasons for employing teacher aides.

15. Both the principals and the teachers believed that the teacher aide contributed to meeting the needs of the individual pupils. There were 94.63 per cent of the teachers who indicated teacher aides helped meet the individual pupil needs, while 98.14 per cent of the principals indicated teacher aides helped in meeting the needs of the individual pupils.

16. The principals and the teachers almost unanimously agreed to the employment of teacher aides for the next school year. Of the teachers, 96.55 per cent indicated a desire for a teacher aide to be assigned to them for the next school year. Of the principals, 98.07 per cent expressed a desire for the assignment of teacher aides for the next school year.

17. According to the principals and the teachers, "the prospective teacher aide interviews with the principal," was the most common way teacher aides were selected.

18. The prospective teacher aides filled out an application as a method used in the selection of teacher aides. The teachers who reported indicated that 81.71 per cent of the prospective teacher aides filled out an application. The principals who reported indicated that 88.46 per cent of the prospective teacher aides filled out an application.

19. The principals and the teachers indicated different academic preparations possessed by teacher aides. The teachers indicated the highest per cent, 46.19, of the teacher aides had attended at least two years of college. The principals indicated the highest per cent, 52.63, of the teacher aides were only high school graduates.

20. The most common preparation possessed by teacher aides was "a compatible personality."

21. According to the teachers, the most common preparation possessed by your teacher aide was "certified teachers who do not desire to teach full time." Two preparations were ranked by the principals as the number one preparation possessed by your teacher aide. The two preparations were "teachers whose certificates have expired," and "certified teachers who do not desire to teach full time."

22. According to the principals and the teachers, the teachers assigned responsibilities to teacher aides.

23. The principals almost unanimously (96.36 per cent) reported that the teacher and teacher aide cooperatively plan together for the assignment of teacher aide responsibilities. Of the teachers reporting, 86.80 per cent indicated the teacher and teacher aide cooperatively plan together.

24. Non-classroom duties performed most often by teacher aides were clerical work such as typing and dittoing, record keeping, filing, and copying information on the board.

25. Classroom duties most often performed by teacher aides were constructing charts and supervising the preparation of bulletin boards.

26. Helping pupils with assigned work was the paramount classroom duty performed by teacher aides working with pupils.

27. Reading was the subject with which teacher aides assisted pupils most frequently. Arithmetic assignments ranked second as the subject with which teacher aides assisted pupils most frequently.

28. The teachers preferred two or more teachers to whom the aide was assigned to assign the teacher aide responsibilities. The principals' responses indicated they believed the principal and one or more teachers to whom the aide was assigned should assign responsibilities to the teacher aides.

#### Analysis of data

Selection of teacher aides. It is satisfying to compare the recommendations made by the Utah State Board of Education for selecting teacher aides with the tabulated results of the questionnaire indicating the present practices for selecting aides. The results indicate the prospective teacher aide interviews with the principal as ranking first in methods being used to select teacher aides. The guidelines do recommend, however, that the interview should consist of ". . . both administrator and teacher." The results indicate the second most common method of selecting teacher aides is through the completion of an application. Teachers indicated that 81.71 per cent of the prospective teacher aides filled out an application. Principals indicated that 88.46 per cent of the prospective teacher aides filled out an application. The Utah State Board of Education lists a "completed application form" first in its suggested recommendations of methods to be used in selecting teacher aides.

All evidence indicates that the guidelines prescribed by the state board of education on the methods used for selecting teacher

aides are being followed by the majority of school districts using teacher aides in the State of Utah.

Preparations possessed by teacher aides. According to the results of the questionnaire, a high percentage of teacher aides did not possess training beyond the high school level. Principals and teachers did not agree on the academic preparations possessed by their teacher aides. The highest percentage reported by teachers revealed that 49.16 per cent of the teacher aides had attended two years of college while the highest per cent reported by principals, 52.63, were only high school graduates. Both principals and teachers agreed a compatible personality and a certified teacher who does not desire to teach full time were the paramount preparations possessed by teacher aides.

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

It is evident that approximately half of the teacher aides in the State of Utah possess the academic preparation prescribed by the Utah State Board of Education, while the others do not possess the recommended academic preparation.

Utilization of teacher aides. According to the state guidelines, Aides for Utah Schools, the instructional teacher aides could perform instructional tasks under the direction of the teacher. The instructional teacher aides would perform treatment tasks only as directed

by the teacher. Examples of these would be reading to students, showing films, administering a test, cataloging and classifying materials, preparing instructional materials, and other similar tasks.

The results of this study show the tasks performed by teacher aides to be clerical duties, constructing charts, supervising the preparation of bulletin boards, helping pupils with assigned work, assisting with reading, and other similar tasks.

The tasks being performed by the instructional teacher aides in the Utah elementary schools appear to be in accordance with those tasks they could perform as recommended by the Utah State Board of Education.

Recommendations for the  
selection, preparation, and utilization  
of teacher aides

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

Selection.

1. Prospective instructional teacher aides should be required to fill out an application form, prepared by the school district, listing pertinent information such as education, training, and experiences that would indicate preparation.

2. The prospective instructional teacher aide should be interviewed by the administrator and teacher or teachers to whom the aide would be assigned. It is important for the prospective instructional teacher aide to interview with the teacher or teachers to whom the

aide would be assigned to determine if the teacher or teachers and prospective aide have compatible personalities.

3. The instructional teacher aide who has worked as an aide during the previous school year should not be hired for the next school year, unless the aide is recommended by the teacher whom the aide assisted.

#### Preparation.

1. The instructional teacher aides should be selected on their ability or preparation to assist the teacher and not merely to fill the position.

2. The prospective instructional teacher aide should attend a minimum of two years of college.

3. The Utah State Board of Education should follow through to determine if instructional teacher aides have met the minimum of two years of college requirements as they suggest.

4. Teacher education institutions should establish an instructional program designed for instructional teacher aides that would also provide experience in the classroom.

#### Utilization.

1. The teachers to whom instructional teacher aides will be assigned should complete a workshop or training session that would help prepare them for the utilization of such aides.

2. The teachers to whom the instructional teacher aides have been assigned should cooperatively plan together with the aides those duties to be performed by the aides.



3. The instructional teacher aides should be informed by the administration that they will perform only those duties assigned by the teacher.

The author also recommends that further studies should be conducted in these areas.

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APPENDIX

Dear Principal or Teacher,

I have talked with your superintendent about sending this questionnaire to you. He was very cooperative in granting me permission to conduct this survey. The State Board of Education has also expressed their interest in the results of this survey.

This questionnaire contains one personal data part and six parts concerning the selection, preparation, and utilization of teacher aides. Principals need not fill out the personal data part and part V, items 41-58. Teachers please fill out **all** parts, answering all items that may be applicable to you in any part. If the answer is unknown, leave the item blank. Please check the answer or fill in the blank.

This information is for my master's thesis, and your cooperation would be very much appreciated.

Thank you,

#### PERSONAL DATA

This information will be used to help plan for better selection and utilization of teacher aides in the state of Utah. Names are not needed.

Please complete all items.

#### ABOUT YOU

1. School district 1969-70 \_\_\_\_\_
2. Grade level teaching \_\_\_\_\_
3. Number of students \_\_\_\_\_
4. Number of years teaching experience: 1-3\_\_\_\_, 4-10\_\_\_\_, 11+\_\_\_\_.
5. Male \_\_\_\_\_ Female \_\_\_\_\_
6. Age range: 20-30\_\_\_\_, 30-40\_\_\_\_, 40-50\_\_\_\_, 50-60\_\_\_\_, 60-70\_\_\_\_.
7. You teach in a self-contained classroom\_\_\_\_, team teach\_\_\_\_, or other. Please list:

#### ABOUT YOUR AIDE

1. Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age range: below 20\_\_\_\_, 20-30\_\_\_\_, 30-40\_\_\_\_, 40-50\_\_\_\_, 50-60\_\_\_\_, 60-70\_\_\_\_.
3. Parent: Yes \_\_\_\_\_ No \_\_\_\_\_
4. The number of teachers your aide helps other than yourself \_\_\_\_\_.
5. Your aide works  $\frac{1}{2}$  day \_\_\_\_\_ full day \_\_\_\_\_.
6. Your aide helps you approximately \_\_\_\_\_ hours each day.

**THE NEED FOR SELECTION, PREPARATION  
AND UTILIZATION OF TEACHER AIDES IN THE  
ELEMENTARY SCHOOLS IN THE STATE OF UTAH**

**PART I**

Items 1-8 should be answered so that they indicate the criteria used in determining the necessity of assigning a teacher aide to you or your school.

- Yes \_\_\_ No \_\_\_ 1. Your clerical duties were so extensive they took you away from instruction time.
- Yes \_\_\_ No \_\_\_ 2. Many children in your class had handicapping learning conditions or were educationally impoverished.
- Yes \_\_\_ No \_\_\_ 3. You needed assistance with technical courses such as art, music, physical education, and others.
- Yes \_\_\_ No \_\_\_ 4. You needed more time to prepare for instruction.
- Yes \_\_\_ No \_\_\_ 5. You had a high pupil-teacher ratio.
6. Other: Please list.

**General Appraisal of Your Aide**

- Yes \_\_\_ No \_\_\_ 7. Do you believe the assignment of an aide to your classroom has contributed in meeting the needs of your individual pupils?
- Yes \_\_\_ No \_\_\_ 8. Would you like to have an aide assigned to you for the next school year?

**PART II**

Items 9-16 should be answered so that they indicate the methods presently being used in your school for the selection of your teacher aide (or aides).

- Yes \_\_\_ No \_\_\_ 9. The prospective teacher aide interviews with the teacher.
- Yes \_\_\_ No \_\_\_ 10. The prospective teacher aide interviews with the principal.
- Yes \_\_\_ No \_\_\_ 11. The prospective teacher aide interviews with the principal and teacher.
- Yes \_\_\_ No \_\_\_ 12. The prospective teacher aide interviews with the superintendent.
- Yes \_\_\_ No \_\_\_ 13. The prospective teacher aide interviews with the superintendent and principal.
- Yes \_\_\_ No \_\_\_ 14. The prospective teacher aide interviews with the superintendent, principal, and teacher.
- Yes \_\_\_ No \_\_\_ 15. The prospective teacher aide fills out an application.
16. Other: Please list.

**PART III**

Items 17-31 should be answered so that they indicate the preparations possessed by your aide (or aides). (Check all applicable items.)

- Yes \_\_\_ No \_\_\_ 17. Less than a high school graduate.
- Yes \_\_\_ No \_\_\_ 18. A high school graduate.
- Yes \_\_\_ No \_\_\_ 19. A minimum of two years of college.
- Yes \_\_\_ No \_\_\_ 20. Demonstrated competence in the subjects or areas where assistance is rendered.

- Yes \_\_\_ No \_\_\_ 21. Demonstrated ability to work with students successfully.
- Yes \_\_\_ No \_\_\_ 22. Successful completion of workshop for teacher aides.
- Yes \_\_\_ No \_\_\_ 23. A potential teacher.
- Yes \_\_\_ No \_\_\_ 24. Special abilities or skills.
- Yes \_\_\_ No \_\_\_ 25. Retired teacher or retired individual from other occupations.
- Yes \_\_\_ No \_\_\_ 26. Teacher whose certification has expired.
- Yes \_\_\_ No \_\_\_ 27. Certified teacher who does not desire to teach full time.
- Yes \_\_\_ No \_\_\_ 28. Certified teacher unable to gain employment as a teacher.
- Yes \_\_\_ No \_\_\_ 29. Compatible personality.
- Yes \_\_\_ No \_\_\_ 30. Ability to work as a team member.
31. Other: Please list.

#### PART IV

Items 32-40 should be answered so that they indicate the present practices being followed in your school as to who assigns responsibilities to teacher aides.

- Yes \_\_\_ No \_\_\_ 32. Teachers assign responsibilities.
- Yes \_\_\_ No \_\_\_ 33. The principal assigns responsibilities.
- Yes \_\_\_ No \_\_\_ 34. The principal and teachers assign responsibilities.
- Yes \_\_\_ No \_\_\_ 35. The superintendent assigns responsibilities.
- Yes \_\_\_ No \_\_\_ 36. The superintendent and the principal assign responsibilities.
- Yes \_\_\_ No \_\_\_ 37. The superintendent, principal, and teachers assign responsibilities.
- Yes \_\_\_ No \_\_\_ 38. A special committee assigns responsibilities.
- Yes \_\_\_ No \_\_\_ 39. The teacher and the aide cooperatively plan together.
40. Other: Please list.

#### PART V

Items 41-58 should be answered so that they indicate the duties performed by the teacher aide while working under your direction.

- Yes \_\_\_ No \_\_\_ 41. Clerical work such as typing and dittoing, record keeping, filing, and copying information on the board.
- Yes \_\_\_ No \_\_\_ 42. Preparing calendar of special activities and daily schedule.
- Yes \_\_\_ No \_\_\_ 43. Responsible in caring for and procuring library books, audio visual materials, and instructional equipment.
- Yes \_\_\_ No \_\_\_ 44. Distribute and collect instructional materials.
- Yes \_\_\_ No \_\_\_ 45. Collect money.
- Yes \_\_\_ No \_\_\_ 46. Construct charts and supervise the preparation of bulletin boards.
- Yes \_\_\_ No \_\_\_ 47. Responsible for room decorations, room arrangements, and interest area preparation.
- Yes \_\_\_ No \_\_\_ 48. Maintain physical appearance of room by keeping storage areas, windows, chalkboards, sink, and furniture clean.
- Yes \_\_\_ No \_\_\_ 49. Help pupils with assigned work without doing the work for them.

- Yes \_\_\_ No \_\_\_ 50. Listen to and assist pupils with reading.
- Yes \_\_\_ No \_\_\_ 51. Supervise enrichment activities.
- Yes \_\_\_ No \_\_\_ 52. Help pupils prepare for and supervise sharing activities.
- Yes \_\_\_ No \_\_\_ 53. Help pupils during times of minor illness or injury at school.
- Yes \_\_\_ No \_\_\_ 54. Tutor pupils during school hours.
- Yes \_\_\_ No \_\_\_ 55. Help pupils solve disputes at school.
- Yes \_\_\_ No \_\_\_ 56. Read stories to the pupils.
- Yes \_\_\_ No \_\_\_ 57. Assist in teaching subject areas in which the aide has particular talent, i.e., art, music, physical education, and others.
58. List subject areas with which your aide assists pupils most frequently:
- 
- 

#### PART VI

Items 59-67 should indicate **your opinion** as to who should assign teacher aides their responsibilities.

- Yes \_\_\_ No \_\_\_ 59. One teacher to whom the aide is assigned.
- Yes \_\_\_ No \_\_\_ 60. Two or more teachers to whom the aide is assigned.
- Yes \_\_\_ No \_\_\_ 61. The principal.
- Yes \_\_\_ No \_\_\_ 62. The principal and one or more teachers to whom the aide is assigned.
- Yes \_\_\_ No \_\_\_ 63. The superintendent.
- Yes \_\_\_ No \_\_\_ 64. The superintendent and principal.
- Yes \_\_\_ No \_\_\_ 65. The superintendent, principal, and teacher to whom the aide is assigned.
- Yes \_\_\_ No \_\_\_ 66. The curriculum coordinator or supervisor.
67. Other: Please list.

**THANK YOU FOR YOUR COOPERATION.**



## VITA

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Master of Science

Thesis: Selection, Preparation, and Utilization of Teacher Aides  
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Major Field: Education

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