

A MODEL TEACHER AIDE PROGRAM FOR McLAIN HIGH
SCHOOL AND ITS FEEDER SCHOOLS

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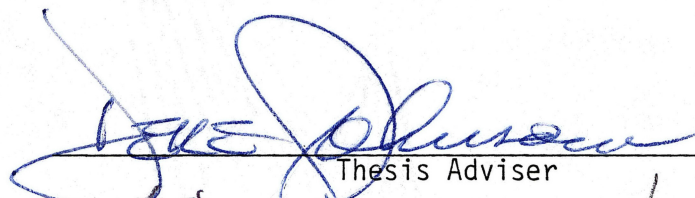
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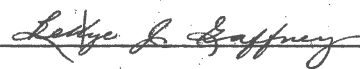


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CHAPTER I

INTRODUCTION

Schools, like other agencies, are affected by the many changes taking place in society. Educators are experiencing pressure from the legislature, parents, and other special interest groups to adapt to the rapid changes. If schools are to survive these demands, attention must be given to changing the school to involve the community in the total schooling process.

For change to be effective and sustained, the community must be directly involved in programming, implementation, and assessment. Schools belong to the community and should provide opportunities and programs for the involvement of persons of all ages in that community. The school should be a focal point for a wide variety of student and adult services. Talented community people who can assist with instructional and service programs are available in any community. What is needed is leadership in recruiting, training, management, and assessing the effectiveness of those persons (Winecoff and Powell, 1948).

Teachers have traditionally complained about working conditions which prevent them from performing their primary function, which is teaching. The demands of rapid change decrease the time that teachers have to work with children. Many elementary school teachers have stated that they could prepare and provide better individualization

of instruction if they were relieved of some of their clerical and supervisory tasks (Southworth, 1969). Friedman (1969, p. 2) made the following observation: "Lawyers have secretaries, doctors have nurses and technicians, college professors have graders and assistants, but the teachers have only themselves."

One study (Research Division of the National Education Association, 1962) indicated that teachers spend about 50 percent of their time in face-to-face teaching; 30 percent in related instructional tasks, and 20 percent in administrative and supportive work. If the volunteer teacher aide program could become an integral part of the educational process, teachers would have more time to spend in instructional duties.

For many years educators have talked about basing instruction on the needs, interests, and discreet learning styles of individual students and only in the last few years has a really significant number of schools attempted to act on the principle of using volunteer aides in the schools.

The addition of teacher aides to the school staff helps provide the answer to the dilemma of ever-increasing needs in the classroom, but it increases the demand on the school administrator to effectively instigate the workings of such a program into the local school organization. As pointed out by Griffiths (1959), an organization comprises a number of people who perform a task sanctioned by the society in which it functions. The administration of an organization is a cycle of events engaged in by all members of the formal organization to direct and control the activities of the members. The inclusion of volunteer aides extends the administrative function of

the school organization. In order to obtain the proposed benefits from the use of the volunteer teacher aides within this framework, adequate administrative provisions are necessary.

The Problem

The problem of this study was the need of a model for a volunteer teacher aide program for McLain High School and its feeder schools. The 1979 North Central Evaluation Committee and the Superintendent's Executive Staff of the Tulsa Public Schools reported that McLain High School and its feeder schools were lacking in community involvement. The result was a lack of communication and support between the community and the school. A well designed and implemented volunteer aide program could serve as a process to alleviate this problem. This study was based on the assumption that a model had to be preparatory to the successful implementation of a volunteer teacher aide program.

Statement of the Purpose

The purpose of this study was to determine what the characteristics of a volunteer teacher aide program should be that would increase parental and non-parental involvement in the McLain High School and its feeder schools. This study was designed to develop a model that would promote the concept of community and schools as partners in learning through a volunteer teacher aide program. A survey of community support was conducted to determine the extent of interest in the McLain area for a volunteer program.

Knezevich (1969) stated that working without a model is like working without one of the necessary prerequisites to clear scientific thinking. A model serves as a bridge between abstract concepts and practical applications. Model building starts with gathering related and significant concepts in a given situation and concludes with a pattern of connected ideas that serves to improve comprehension of the situation.

Research Questions

To develop a useful model, certain questions needed to be explored in the literature to provide a basis for the development of the model. These questions were:

1. Why use volunteer teacher aides in the school curricula?
2. What services may a volunteer teacher aide perform?
3. What job qualifications should prospective teacher aides be expected to meet?
4. How may qualified persons be recruited for the volunteer teacher aide program?
5. What procedures may be used to orient and train teacher aides?
6. How may teachers and administrators become acquainted with and utilize the volunteer teacher aide program?
7. What procedures may be used for placement of teacher aides?
8. What are the rights and privileges of a teacher aide?
9. What are the legal responsibilities and limitations of volunteer teacher aides?

10. What should be the administrative framework of the volunteer teacher aide program?

11. How are teacher aide programs evaluated?

An examination of the theoretical framework, practices, and issues concerning volunteer teacher aide programs reported in the literature served as a resource base for the investigation of the 11 questions. A model of a volunteer teacher aide program was developed from a synthesis of the experiences and practices of others.

Background of the Problem

Much community attention has been focused on McLain High School and its feeder schools since the development of the Tulsa Public School's plan for school effectiveness. The report (Zenke, 1982, p. 2) stated, "While loyalty and support for McLain are apparent within the building, this cannot be said of the citizens of its community."

A condensed version of the report follows:

The Superintendent's Executive Staff, in its planning session on McLain and its feeder junior high and elementary schools (hereafter referred to as the Priority Schools) conducted a "situation analysis" in an attempt to identify external and internal conditions existing in the Priority Schools and their school communities. Under the external and internal conditions, both positive and negative factors were identified. External factors were identified as those factors over which the Priority Schools or school system had little or no control. Conversely, internal factors were identified as those factors over which the Priority Schools or school system had some degree of control. The lists of external and internal conditions, as developed during the planning session, are by no means all-inclusive. This is simply a beginning effort on the part of this group to identify existing positive and negative factors which must be accepted as being desirable or analyzed as to how each condition might be improved.

The external conditions identified over which the Priority Schools or the school system possessed little or no control were:

Positives

1. Nucleus of positive leaders
2. Ministerial alliance network
3. Community pride
4. Community reliance on public education
5. Growth potential in north Tulsa community
 - a. Proximity to industry and downtown
 - b. Opportunity for residential development
 - c. Relatively simple traffic flow
6. Public readiness and support for positive action
7. No 'extensive' ghetto conditions
8. Athletic interest, support, and pride
9. Public institutions
 - a. Tulsa Junior College - North Campus
 - b. North Peoria Tulsa Area Vocational School
 - c. Parks
 - d. Zoo
 - e. Gilcrease Museum

Negatives

1. Inadequate health care opportunities
2. Inadequate professional services, i.e., architects, lawyers, etc.
3. Overall community perception of inadequate housing and total area
4. Differing aspiration levels
5. High mobility rate
6. Single parent and 'no parent' homes
7. Lack of shopping facilities--quantity and quality
8. Lower socioeconomic strata
9. Resegregation of community
10. Underdeveloped political power
11. Lack of parental involvement
12. Lack of private/public financial investment
13. Concentration of low-income housing
14. Lack of rental units
15. Higher unemployment
16. Lower median education level
17. Lower growth rate
18. Lack of private sector recreational facilities
19. Lack of dependable public transportation
20. Defeatist attitude
21. Lack of expressway linkages

In addition to the external characteristics, internal characteristics were also examined. Internal characteristics

are those characteristics over which the Priority Schools or school system have at least some opportunity to change.

Internal - Positive

1. Nucleus of dedicated staff
2. School pride
3. Good school facilities
4. Availability of supplemental resources
 - a. Federal
 - b. District
 - c. Private
5. Untapped pupil talent potential
6. Desegregation progress

Internal - Negative

1. Staff perception of northside schools
2. Student perception of northside schools
3. High rate of teacher turnover
4. A greater number of staff members perceived as less effective
5. Staff dissatisfaction with assignment
6. Entrenched staff members
7. Ineffective monitoring and evaluation of staff performance
8. Difficulty in securing substitute teachers
9. Distance of travel for staff
10. Lower student scholastic achievement
11. Student brain and brawn drain
12. Perception of greater student discipline problems
13. Lower parental involvement in schools
14. Inadequate channels for communication with parents
15. Lower expectations on the part of students and low self-concept
16. Lower staff expectations for student achievement
17. Inappropriate matching of curriculum and students' learning requirements
18. Inadequate staff abilities to anticipate, prevent, and/or solve problem situations
19. Large number of 'pull-out' programs which interfere with time on tasks in regular classroom programs
20. Inadequate early childhood programs
21. Greater number of 'nonschool' interruptions
22. Perception of Education Service Center's 'lack of concern' for northside schools

The lists of external and internal characteristics of the Priority Schools are not intended to be exhaustive. Many more individuals and groups must be involved in identifying the conditions existing in the Priority Schools and in developing responses to those conditions. An initial effort was made on the part of the planning group to

develop a plan of action for addressing the conditions identified under the listing Internal - Negative, conditions over which the Priority Schools or school system have some control. There was not sufficient time to develop a plan of action in response to all of the negative characteristics which were listed, but a number of recommendations were developed which, if implemented, should help to provide a beginning for improved school effectiveness in the Priority Schools. An outline of this plan of action was as follows:

1. Staff assignments
 - a. Reassignment of dissatisfied staff
 - b. Administrative reassignment
 - c. Exemption from mandate for receiving trim-offs
 - d. Staff recruitment privileges
2. Staff development
 - a. Administrative intern program
 - b. Effective models for screening, assigning, and appraising staff
 - c. Effective teaching models
3. Curriculum planning and development
 - a. Systematic process for monitoring student progress
 - b. Emphasis on literacy skills (reading, writing, listening, thinking, speaking, and math computation)
 - c. Early childhood programs including parenting programs
 - d. Education Service Center support of curriculum adaptations for individual school requirements
 - e. Education Service Center support of educational technology for individual school requirements
 - f. Supplementary support fund
 - g. Education Service Center support for alternative programs for disruptive students
 - h. Commitment to seek public financial support for facility renovations and upkeep
4. Student expectations
 - a. Conduct
 - b. Achievement
 - c. Attendance (pp. 2-4).

In 1976, a grand jury identified many activities implemented by the school system which produced positive results at McLain High School and its feeder schools. However, six years later, it was still obvious to the casual observer that many of the same problems identified in 1976 still existed. During this period, tremendous changes have taken place in the community served by McLain. Various

federal agencies impacted the area with low income housing; the population was highly mobile; many residences were in poor repair, some were abandoned; many small stores and businesses were closed; and many families were on welfare and were single-parent families (Zenke, 1982).

The plan of action omitted one factor: an indispensable characteristic of effective schools--parental involvement. The community was in transition and its primary concern was survival. Education for the children was necessarily a secondary consideration for the single parent striving to support a family. There can be little doubt that the student was a reflection of the home and the school was an image of the community.

Definitions

The following definitions were used for clarity in this study:

Volunteer Teacher Aide: A person from the school community who performs noninstructional services for the school with no remuneration.

Noninstructional Services: The volunteer teacher aide may not diagnose the educational needs of the students, prescribe the learning experiences for the students, formally evaluate the students or their progress, nor prescribe or administer the discipline of the students. Within this framework, the noninstructional services that a volunteer teacher aide may perform are limited only by the abilities of the volunteer teacher aide, the needs of the school, and the skill of the teacher in utilizing the services of the volunteer teacher aide.

Model: Knezevich (1969) defined a model as an abstracted intellectual pattern, generated from a cluster of interlocking and interactive concepts, which has the capability of interpreting generalizable trends and interrelations that prevail within the real world. Knezevich further stated that a model should be incomplete and include only those factors which are pertinent to comprehension of a given situation. Baumol (1961) stated that a model should be a sufficiently simple version of the facts to permit systematic manipulation and analysis of those facts. Model is defined in this study as a design that is intended to be used as a paradigm.

Sample

The sample consisted of 116 persons of the McLain High School and feeder elementary school boundaries randomly selected during the summer and fall of 1982.

Instrument

A questionnaire was specifically developed to collect data for this study (Appendix B).

Summary

An identification of the problem was made and the research questions to be answered were listed. Background material about the study was included to give a broader picture of the problem. The rationale for the use of volunteer teacher aides implies that parents and school staff must begin to act as partners in the learning process if schools are to become truly accountable.

CHAPTER II

REVIEW OF THE LITERATURE

The use of volunteers in America has a history dating back to the days when American colonies were struggling under the British yoke. Today, 200 years later, Americans are still exhibiting the individual initiative of volunteerism that constitutes a source of national vigor and strength.

The Office of Economic Opportunity to the United States Jaycees Foundation (1979) has identified close to 1,000 volunteer projects, with information about the existence of many more. Some examples of volunteerism in America are reflected in the following citings:

A farmers' cooperative that started in a tiny backroom office is helping rural people in the Mississippi delta break the chains of economic deprivation. In March, 1970, the cooperative was formally chartered as a Humphreys County Union for the Progress Farmers Cooperatives. The co-op had a remarkably successful first year. It handled sales of \$35,000 in supplies and products to the farmers, and it ended the year with a \$2,500 profit. The program was operated by volunteers who conducted its business out of a backroom in a building rented by HCUP. Fertilizer, seed, and other supplies were kept in a member's barn (Office of Economic Opportunity, 1979, p. 4).

Youth for services (YFS) is an organization that organizes underprivileged boys into volunteer crews to undertake 'free' work projects in their own inner-city communities (Office of Economic Opportunity, 1979, p. 284).

Downtown Birmingham has an unusual social services organization called the 'Help One Another Club,' which is engaged in the business of helping people. The club, which currently aids some 5,000 people a year, provides direct assistance to people facing emergencies with

regard to their living expenses; collects food, clothing, and household goods for distribution to the needy (Office of Economic Opportunity, 1979, p. 294).

The Roxbury Action Program, Inc., is a community-based, nonprofit, tax-exempt organization that, since 1968, has been revitalizing a one-square mile area of Fort Hill and turning it into what someday will be a model neighborhood (Office of Economic Opportunity, 1979, p. 216).

Volunteers have served in American schools since its inception. Many early schools, in fact, were administered by volunteers. In a sense that is true today--school board members who formulate policy and make the major decisions are volunteers. The appropriate volunteer who is properly directed in his work in school contributes additional dimensions to the process of individualized instruction and individualized learning. Some examples of volunteerism in education are as follows:

In Elmont, New York, 'Teacher-Moms' are doing a magnificent job of rehabilitating emotionally disturbed children in the school setting under the supervision of a psychiatrist and teacher team. In a Chicago school, a principal has assigned children from fatherless homes where the mother works to 'aunties' who come to school several times a week to show loving interest in the children assigned to them and oversee their learning.

In one Highland Park school, the guidance staff has developed a team program for a group of children with perceptual handicaps. With the cooperation of the parents, portable typewriters are provided three times a week in school for the group and used at home on the other days. During the three days a volunteer typing teacher instructs the group of 8 or 9 year olds in typing. The skill and confidence they are gaining has already paid dividends in their class work and in physical coordination.

In San Francisco, a remedial reading instructor designs programs developed on individual diagnoses for 100 children. These programs are implemented by volunteers she has trained. She does all of the testing and assignment of materials but extends herself and individualizes her

teaching through the volunteers in a way that would otherwise be impossible.

In Winnetka, a group of volunteers called 'Instant Help, sit in the back of classrooms to which they are assigned, two or three mornings a week. They learn the same material that the children are learning, in the same way. When a student has a problem, the teacher may, if she wishes, send him to the volunteer for help. This avoids complications which sometimes result from the delay in understanding, the distraction of the teacher from the total class, and the psychological withdrawal that comes from not understanding.

A retired member of the U.S. State Department works in several schools a week. Sometimes he serves as a consultant on resource materials for staff, sometimes in enrichment history or government projects with groups of children to supplement the curriculum content. Recently, he was engaged in the serious business of politically grooming a fourth grader whose ambition is to become president (Michigan State University, 1973, pp. 17-19).

Some examples of volunteer educational programs in Tulsa, Oklahoma are as follows:

In Tulsa there is a program called 'Ease into Reading.' It is a new project started by the Burroughs Parent-Teacher Association. The idea is to have a volunteer come to the school a couple of days a week and read a book to a child, either in the developmental first grade or kindergarten.

Some of the newer school volunteer roles in Tulsa involve the Experienced Citizens Help Our Schools (ECHOS). They were formed with funds through community schools to provide special roles for senior citizens. High school students are involved in cross-age tutoring and business people and community leaders volunteer through the district Speakers Bureau. Some volunteer work takes special training, provided for the most part by instructional assistants at the Education Service Center. Such work includes help given by volunteers at the Skills Center, where children are given attention on a one-to-one basis improving fine and gross motor skills. The efforts of these volunteers help identify potential learning disabilities soon enough that difficulties may be overcome.

Volunteers working in the Tulsa Junior Great Books Program, an enrichment reading program, receive special training from specialists based in Chicago. Other volunteers work with the Reading is Fundamental (RIF)

program, while still others tutor in the secondary schools. In the elementary schools volunteers may work with the kindergarten pre-book skills check lists, or help youngsters with reading and math.

Several agencies cooperate with the Tulsa volunteers in providing enrichment activities that enhance curriculum and bring an awareness of careers related to curriculum, such as: the Speakers Bureau, Tulsa Opera, Tulsa Philharmonic, Mohawk Zoo and the Geology Society (Tulsa Public Schools, 1980, pp. 1-3).

The volunteer has a meaningful contribution to make to education. Educators have an effective and extremely inexpensive opportunity to extend their horizons. The administrator who fears community involvement in his school fails to see the positive potential of the partnership.

Need for Teacher Aides

The modern teacher aide movement seems to have begun in 1952 in Bay City, Michigan, with a Ford Foundation sponsored project entitled, "A Cooperative Study for a Better Utilization of Teacher Competencies." The employment of teacher aides was only a part of the project, but it was the portion which has received the most attention and, even today, stands as the most reported-on program regarding teacher aide utilization. The study was proposed for the following reasons: (1) To inquire into the teacher's job and the practices employed in staffing the elementary schools; (2) To scrutinize methods and materials of instruction; (3) To examine recruitment practices; (4) To evaluate teacher education in terms of changing needs; and (5) To try out experimentally new and different ideas bearing on each of these areas (A Symposium, 1956).

While the Bay City project with teacher aides has served as a prototype for much of what has followed, it does not directly parallel the current movement. Most of the aides employed at Bay City had had some college training; this has not been the case in many later projects. Another point of difference with more recent trends was that the average class size increased from 32 to between 45 and 50 students. The study utilized the teacher aides in as many teacher activities as possible. The experiment was considered to have been successful in relieving the teacher of some of the routine activities so that he or she could devote more time to interaction with the student (Biggs, 1957).

The Bay City experiment was observed in progress by Chase (1956) of the University of Chicago; it was his opinion that the effective use of an aide depended largely upon the teacher's professional competence, emotional maturity, and administrative skill. He found that some teachers, either because of personal characteristics or the nature of their training and experience, probably worked best unaided with relatively small groups of pupils. Other teachers found that the presence of an aide not only freed them from the considerable burden of low skill tasks, but also released creative potential.

Chase (1956) further stated:

The evidence does not as yet make an unassailable case for the superiority of the teacher-plus-aide over the teacher-without-aide, but the writer could find no basis for assuming any loss to pupils from the instruction of the aide in the classroom. The use of aides would seem to provide some leads to how teaching may be listed to a professional competence and specialized skills. It taps a source of presently unused manpower. It suggests the desirability of experimentation with other ways of organizing teams for teaching. And, it offers some promise for

improved instruction, particularly where teachers are carefully selected and specially trained for the responsibilities involved in team leadership (p. 132).

As the above discussion implied, the verdict on teacher aides at this point in time depended upon one's perspective. Deason (1957) reviewed 56 articles on teacher aides appearing in the literature between 1942 and 1957. He noted:

It is perhaps significant that, almost without exception, authors who are involved in some way with a teacher aide project are favorably impressed, while by and large, those who are critical are not connected with any experiment in this field (p. 59).

Deason (1957) summarized the points made by those who are critical:

- (a) Justifying larger classes by using teacher aides constitutes a threat to the welfare of the children.
- (b) Not all teachers, even good ones, can work with aides.
- (c) Measuring results accurately is difficult.
- (d) There is a danger of a return to rote learning and the possibility of a departure from facilitating broad learnings.
- (e) Dividing the experiences of students into curricular activities and non-curricular activities seems questionable (p. 60).

The advocates of the program made these points (Deason, 1957):

- (a) A temporary measure in time of crisis.
- (b) Possibility of the plan as a teacher recruitment device.
- (c) Enrichment of the curriculum through the efforts of outside talent.
- (d) Creation of a wholesome atmosphere which encourages wholesome personality development
- (e) Greater involvement of lay citizens in worthwhile activities.
- (f) Slightly higher achievement on the part of students in classes with aides (p. 60).

In recent years there has been a rapid acceleration of change in almost every aspect of the school program. In addition to curriculum change there has been the increased utilization of audiovisuals,

provisions for differing pupil needs, differentiated teacher assignments, and modification of organizational patterns. The immediate effect of these changes has been an increasing demand upon the classroom teacher.

Teachers have traditionally complained about working conditions which prevented them from performing their primary function, which is teaching. The changes mentioned above have served to decrease the time that teachers have to work with children. Many elementary school teachers feel that they could prepare better and provide better individualization of instruction if they were relieved of some of their clerical and supervisory tasks (Southworth, 1969). The introduction of volunteer aides into the school was an attempt to provide a missing logistic support. Their presence allowed for more services and the possibility of a better instruction program.

The more recent literature revealed a gradual shift in attitudes toward the use of teacher aides. These reports have more positive findings than did the literature of the period reviewed by Deason (1957). One of the first of these reports of significance was by Trump (1962), who proposed a restructuring of the teacher function into six distinct categories: professional teacher, a paraprofessional, assistant clerk, general aide, community consultant, and staff specialist. Trump's paraprofessional assistant would most probably be a college person. Here was provision for nonprofessional employment at different levels; movement from one level to another was not considered. This is one of the first plans that made an attempt to meaningfully integrate the nonprofessional into the overall school design.

Clement (1962) envisioned a team approach which would utilize the services of all personnel. By emphasizing specialization and using the experiences unique to each individual, the author felt the student would receive the most valuable contribution each participant could give.

A successful teacher aide program in a parochial setting was reported by Sister Mary Alice (1959). She noted improved participation, and added that teachers and parents now consider it an integral part of the school organization.

Nesbitt and Johnson (1960) reported on the results of a teacher aide program in Snyder, Texas. They noted that teachers were able to do higher levels of teaching by being relieved of such clerical tasks as mimeographing. In addition to teaching better, the teachers were enabled to grow more in professional skill through enriching the content of their courses, trying out new techniques made possible by better planning, and by concentrating their entire energy on professional duties.

Reports on teacher aide projects from Scrivner and Urbaneck (1963) indicated significant improvements in arithmetic grades as a result of teacher aide utilization. Cutler (1964) reported the results of a nationwide survey which found that most educators were highly enthusiastic about using teacher aides and that children were more respectful towards adults after having a teacher aide in their room. Samter (1963) surveyed nearly 800 school districts in New York to determine the status of teacher aide programs and found that 51% of the district were using a total of 2,309 aides with favorable results.

As has been reported, teacher aides seem to have become an acceptable part of the educational setting. Anderson (1964) summed this shift in attitudes when he noted that when pilot projects in use of teacher aides and other non-professionals begin to appear in the literature, the predominant reaction of the profession was negative. Now it is hard to find discussions of utilization of school personnel in which nonprofessionals are not considered a welcome addition. He further noted, however, that despite widespread endorsement of supplementing and reinforcing the professional staff, there is not yet much evidence that school systems are committing substantial sums of money to this purpose.

Teacher Aide Services

Professional educators and laymen alike were concerned about the kinds of tasks that teachers should perform. The use of teaching teams and teacher aides represented attempts to define the teaching function, to differentiate the tasks that require less specialized competence (Hagstrom, 1962).

The Central Michigan College Cooperative Teacher Study (1955) reported its findings in terms of 21 definable activities included in a teacher's regular working day and 15 other activities that demand attention before or after school or during weekends. The findings of the Central Michigan Study included the following:

In a five day week, the elementary teacher spends 30 hours in a classroom. Her out-of-school activities . . . utilize one hour and 40 minutes each day or 11 hours and 40 minutes each week. Recitation constitutes the largest time-consuming teacher activity. The range

was from 20 percent of the school day to 48 percent to 23 percent. . . . A combination of various activities, many of which do not require professional competence, takes from 21 percent to 69 percent of the school day (p. 25).

The findings of the Yale-Fairfield Study (1956) were reported in terms of broad curriculum areas; such as routines, fundamentals, and social areas. For the elementary grades, the following findings were reported as representative of the portion of time devoted to the major curriculum areas during the school day: routines, 12%; fundamentals, 46.8%; social areas, 14.5%; fine arts, 9.9%; physical areas, 9.2%; and miscellaneous, 7.6%. The Yale-Fairfield Study also reported findings on the amount of out-of-school time teachers spent on school-related work. The average amount of evening time devoted to preparation was 245 minutes a week.

Perkins (1966) reported on the activities that teacher aides in the Bay City, Michigan, project performed: (1) Took roll, called and reported attendance to the principal's office; (2) Entered data in child accounting book; (3) Helped during physical education periods; (4) Collected, recorded, and accounted for fund collections; (5) Assembled, prepared, distributed, and replaced surplus materials; (6) Checked papers, recorded grades, returned papers; (7) Made arithmetic cards of tagboard; (8) Rearranged desks to group reading levels; (9) Made lists of library books in room; (10) Helped individual pupils with problems; (11) Prepared materials for spray painting; (12) Operated record player for class work; (13) Did general house-keeping tasks; (14) Changed room decorations; (15) Supervised relief time and recess periods; (16) Helped with drill for poor spelling pupils; (17) Helped substitute teacher plan for day's work;

(18) Mounted pictures for room display; (19) Labeled and filed materials; (20) Dictated trial test in spelling; (21) Copied materials on chalkboard; (22) Gave first aid to pupils who became ill and telephoned parents; (23) Telephoned reports to the Board of Education Building; (24) Helped recent absentees with lessons to be made up; (25) Typed letters requesting film for future use; (26) Operated ditto machine; (27) Arranged desks, tests, and materials for pupils; (28) Operated movie projector; (29) Placed names on children's coats and overshoes; (30) Repaired torn books; (31) Prepared cards for children leaving this school; (32) Helped pupils organize committees for unit study; (33) Played piano for gym class; (34) Helped with polio program; and (35) Took care of ceramics kiln. All of these activities were performed by one aide at various times.

In some school systems clerical aides devoted their time primarily to clerical tasks while other aides performed tasks involving the children. In Lexington, Massachusetts, two aides assisted teaching teams. The clerical aide was the confidential clerk and secretary to the team and was involved with supporting tasks performed on paper at a fixed station. The teacher aide took on supporting tasks demanding mobility and interaction with pupils, primarily in non-instructional situations such as corridor, lunchroom, playground, and bus duty, as well as correction of papers, checking of absenteeism, and routine operation of mechanical aids to instruction (Bair and Woodward, 1964).

The Tulsa Public School System conducted a study of the utilization of teacher aides. Using a questionnaire listing 47 duty descriptions, categorized into four groups, the study revealed that at the

elementary level, 72% of the aide time was spent on clerical-mechanical duties, 20% on monitorial duties, 4% on health-related duties, and 4% on extracurricular duties (Griffin, 1967).

The Los Angeles School volunteer Program (1969) issued the following definitions as to what a volunteer may and may not do: (1) Diagnosing of student needs is a professional task; (2) Prescribing instruction programs is a professional task; (3) Selecting appropriate materials is a professional task; (4) Presenting or teaching content is a professional task; (5) Counseling with students is a professional task; and (6) Initiating, determining the why, the how, the where, and the when, are professional tasks. The teacher is the decision maker for the implementation of the educational program. Faules (1973) pointed out the need for cooperation between the teacher, the volunteer teacher aide, the principal, and the coordinator of the volunteer teacher aide program.

The school volunteer does only those things that he is directed to do, working under the supervision of a certificated person. The tasks would fall into the following categories: (1) General Services; (2) Clerical; (3) Monitorial; and (4) Re-enforcement of instruction. Depending upon skill, abilities, training, and interest, the school volunteer may be called upon to perform more complex tasks related to the enforcement of instruction (Los Angeles City School Volunteer Program, 1969).

Erb (1972) reported that paraprofessional duties included listening to children read; participation in reading games, story dramatizations, and other activities to enrich the reading program; helping in arithmetic skills; working on spelling assignments, social studies

projects, and science experiments; accompanying children's singing; and serving as a paint mixer for the art program. Volunteers also provided service in checking tests, spelling, and arithmetic papers, typing and filling; operating ditto machines; developing bulletin boards; rewriting some resource materials in more usable form; and checking traveling library collections in and out.

Hill (1968) thought that the teacher aide staff could be divided into two categories. While he did not advocate distinct titles for the individuals performing these duties, he did suggest that for purposes of differentiation they might be called "staff aides" and "clerical aides" (p. 124). The roles of the staff aides will include those pupil control tasks now taking so much teacher time. Under the direction of administration and teachers, the staff aides would monitor pupil traffic where necessary in corridors, the cafeteria, at assemblies and other gatherings, on field trips, and outdoors. In addition, their usefulness will range into any activity which may be enhanced by the experience and understanding of an adult. In effect, the staff aides provided the professional faculty with a pool of adult resources highly useful in many facets of the school program and operation. The clerical aides relieved the faculty of the second most burdensome set of sub-professional duties, which consume so large a part of the school day. Clerical aides were responsible for record keeping, typing, filing, duplicating, inventory control, and other duties which facilitate the smooth operation of the school.

Job Qualifications

Brighton (1970) suggested that there are indications that

efficient operation of teacher aide programs call for at least eight teacher aide classifications. Each would be responsible for specific functions within the educational framework. Most schools could use one or more categories; a few could use as many as eight. The eight proposed aide categories are as follows: (1) Student Aides: elementary or secondary students who help teachers in or outside the classroom; (2) Mother Aides: mothers who volunteer to assist the teacher with a variety of classroom-connected activities other than teaching; (3) Father Aides: fathers who volunteer to assist the teacher with various classroom-connected activities other than teaching and who serve as male-patterning figures in helping fatherless students in developing role identity; (4) Volunteer Aides: individuals, many of whom have unique talents and abilities, who volunteer their services in the classroom, and may float from classroom to classroom and from school to school; (5) Special Aides: individuals with one special talent or proficiency whose services are usually available to more than one teacher; (6) Practical Aides: those who perform clerical or service tasks; (7) Certified Aides: those who are semi-qualified and can perform semi-instructional classroom activities under the supervision of a certified teacher; and (8) Reader-Grader Aides: college graduates who check compositions for errors in capitalization, punctuation, spelling, sentence structure, word usage, and basic theme organization.

Bazeli (1969) felt that because the teacher aide role does not require a great deal of specialized training, the selection criterion in education might be set at about the high school completion level. Special talents, skills, experience, and maturity should be weighed

more heavily than formal credits, at least at the entrance stage. Some attention ought to be paid to the applicant's ability to articulate, to assume responsibility, and to be free from serious physical and mental health problems. In addition to the thousands of housewives and retired professionals who volunteer, young people have been used in some systems very successfully (Moulton, 1973).

The qualifications for the positions to be filled should be made clear to those who apply. Erb (1972) stated that the qualifications are few but that there should be very careful screening. She went on to say that the volunteer must love children, be of good character, have patience and understanding, be a willing worker at whatever job assigned, should have a high school education, be neat and clean, and be personable around children and adults. In the recruiting interview, qualities of warmth and flexibility were sought.

Moore (1966) stated that careful selection should be made of non-teaching personnel because of their relationship to the children, the professional personnel, and the public.

Waite (1952) has stated that, prior to recruitment, two things must be determined: the type of work which will be performed and the qualifications and characteristics of the people who will fill these positions. This necessitates a study of each job and the organization, in terms of skills, education, and training required to perform the work. Roelfs (1952) has also pointed out the importance of job classification plans for noncertified personnel within the school system. The necessity of a job classification plan for teacher aides were also stressed by others (Moore, 1966).

The St. Paul, Minnesota Public Schools have been using college students to provide teachers with paraprofessional assistance. Manchester (1966) felt that using college students as paraprofessional aides may have inestimable value for schools and for students preparing for a teaching career. The professional staff of any college is certain to recognize the value of this experience for students, and the enthusiasm of college students for work of this kind will ensure the program's success.

It is a well founded belief that human efficiency is dependent, for the most part, upon good health. According to Chandler and Petty, (1955), about one out of every four school systems require applicants to submit to a physical examination. The physical examination is an employment step that is found quite often in business and is advocated for school use (American Association of School Administrators, 1951). Flipppo (1961) has stated that the final objective of the physical examination is to prevent communicable diseases from entering the organization. Certainly, this was reason enough to require school personnel to submit to a physical examination.

Recruitment

The literature has revealed no major problems in the recruitment of enough volunteer aides to conduct the programs in the various school systems. Many school systems have reported that many more aides have volunteered than can be used. Jamer (1961) reported that efforts to recruit volunteers from social, civic, or school organizations have proven most effective when the contact is made by a school

volunteer who is an active member of the organization from which recruits are sought. Jamer went on to state that by far the best means for obtaining a number of new volunteers at any time has been through planned recruitment meetings. Such meetings are usually held in a school in which there is an organized School Volunteer Program established. At these meetings volunteers describe the kind of service they give and the satisfactions derived from these services, and members of the school staff describe the needsd for volunteer service.

Berstein (1970) reported the volunteer aides' recruitment for the Mamaroneck Public Schools in Westchester County, New York, was organized by the School Services Chariman of the Parent Teacher Association (PTA). Publicity was limited to usual PTA channels and recruiting was done primarily by word of mouth and by contact with local church and service groups. Specific qualifications, such as formal educational requirements, were not included. It was felt that such requirements were often irrelevant to the task at hand, and they hoped to include volunteers from as wide a segment of the community as possible. A simple application form asked the prospective volunteer to list his educational background, work and volunteer experiences, specific skills, preferences as to the type of assignment, and hours available. The director of Public Personnel Services screened all applicants in personnel interviews.

Volunteers for Chicago's after school study centers are recruited in a number of ways, reported Janowitz (1965). They are recruited by word of mouth, notices in the stores, and stories in the local newspapers. Projects that have used various means of recruiting

feel that word of mouth was the most important single method. Volunteers who do a good job tend to recruit others who can do a good job. Recruitment should not be a job of the volunteers, but they often share their experiences and enthusiasm with neighborhood and civic groups. Hearing about the job from an experienced volunteer was reassuring to potential volunteers.

The basis of the recruitment process, as stated by Jucius (1950) was not complete until the sources of supply of personnel were known and how they could best be utilized. Similar statements as to the necessity of a recruitment process that attracts persons at all times for future vacancies has been stated by other authorities (Pigors and Myers, 1956). Contact with potential candidates should be through as many of the media as possible so as to attract the best qualified personnel for the position. Yoder (1952) stated that applications should be accepted at all times during the year and filed for future vacancies.

The Los Angeles City School Volunteers (Los Angeles City School Office of Urban Affairs School Volunteer Program, 1968) were recruited from a variety of sources, through organizations actively involved in the Los Angeles School Volunteer Program, by other volunteers, by school principals, by teachers, or by learning of the School Volunteer Program from newspapers, radio, television, or from one of their friends. Sponsoring organizations were encouraged to conduct intensive recruitment campaigns outside of their membership rolls.

According to Passet and Parker (1967), the recruitment of teacher aides ought to be confined, where possible, to applicants

within the school community. In the community the aides will constitute a cadre knowledgeable about the organization and operation of the school. Through informal contacts, the aides could make known to parents effective ways to interact with the school, aid their children in the education process, and alleviate the fear and suspicion often blocking meaningful relationships. Locally recruited aides would benefit the school through their ability to interpret community sentiment and needs, identify and help contact indigenous leaders, interpret to the professional staff the substance of unfamiliar subcultural mores motivating pupil behavior, and influence to a considerable extent the curriculum offerings and teaching strategies in the school. In effect, the recruitment of local residents for teacher aide positions will allow the school to more truly belong to the community which it serves.

Orientation and Training

Question 5 from Chapter I of this paper was concerned with the orientation of volunteer teacher aides, and question 6 was concerned with the orientation of the professional staff. These two questions are closely related and, therefore, the literature concerning this has been included in this section of the paper.

The orientation and training for the volunteer teacher aides can, in the opinion of McGuire (1974), determine the success of the entire volunteer teacher aide program. She also felt the supervising teacher to whom the volunteer teacher aide was assigned was the person that could most effectively conduct the training and orientation of the aide. Since the professional teacher is the person that

remains in contact with the aide after placement, the teacher should also conduct the in-service training of the aide.

Bazeli (1969) pointed out that the pre-service training of teacher aides should probably remain the responsibility of the school system, and that it should cover the following general areas of concern: (1) An orientation to the organization of the school district and to the operational structure of individual schools, with attention to educational processes and programs; (2) An examination of the roles of the teacher aide staff in the school organization, their work relationships with other personnel, and their relationship to the school community; and (3) An overview of child growth and development, with special attention to the problems of children as they strive for emotional, intellectual, and social maturity. Policy concerning treatment of pupils must be carefully spelled out; In-service programs may be planned and conducted on the individual school basis. These programs should reflect the peculiar needs of the school, its staff, and the community which it serves.

Koretsky (1970) commented on the need for orientation of teacher aides before they begin service. He said that "One of the few direct corollaries which we can statistically prove is that the more training and orientation the volunteer receives, the more regular and extended and valuable his or her service" (p. 120). A volunteer fared best when not subjected to long initial training periods. More valuable is the intensive eight or ten hour course followed by entry into service for at least a month, with as much supervision as needed, and then periodic reinforcement with in-service training and workshops, which were really talkshops to talk out one's problems.

Everyone must be oriented, preferably for the duration of the project. This includes all volunteers, regardless of their assignment. Teachers and administrators who have volunteers also come in for orientation. Orientation should be designed to establish relationships and roles of teacher and volunteer, of administrator and volunteer, of professional volunteer staff and volunteer. The relationship is not one of master and servant, but of professional educator and resource. Orientation, in addition to explanation of concept, description of relationships, and establishment of roles, is designed for establishment of rules to which all must subscribe (Bazeli, 1969).

One way of diminishing the likelihood of conflict between the teacher and the aide, according to Staley (1976), is through an intensive orientation program for the cooperating teachers and building principals. Training teachers in the effective use of volunteer services is an integral part of the program. The utilization of aides is justified on the assumption that teachers who are relieved of clerical or supervisory duties will be able to focus increased attention on teaching and learning. Presumably, aides initially volunteered because they believed that their contribution was essential to a better instructional program. Aides whose services are misused or who see teachers wasting their time will quickly find more needed places of service. If the building principal is conducting the program, he will decide what needs to be included in the orientation program for his school.

Hunter (1974) has suggested that meetings for the purpose of orientating the professional staff about the volunteer teacher aide program can be organized around three central questions. The

questions are: (1) What tasks, not involving children, could a volunteer teacher aide perform in the classroom? (2) What tasks involving children could a volunteer teacher aide perform in a classroom? and (3) What knowledge and skills must a volunteer have to perform these tasks completely?

Scott, Clothier, and Spriegel (1954) have stated that failure to introduce a new employee properly to his position may be a factor in making a routine employee out of one who had high ambitions and creative impulses when he reported for his first day's assignment. The importance of successful introduction of personnel into a new environment has long been recognized by educators. The importance of understanding the school's philosophy, and learning the rules and regulations are a basic part of the well organized school (Chandler and Petty, 1955). Also, as part of the induction training process, Pigors and Myers (1956) have stressed the need for a formalized written policy of training of new personnel.

Brighton (1970) reports that the professional teacher is trained and certified to analyze the instructional needs of pupils and to initiate educational activities to meet these needs. Since the professional teacher determines these student needs and activities, it is she who must inform the aide of the objectives and the ideas behind them. Day-to-day supervision of the aide is the job of the teacher, and it is important that there be complete understanding between the teacher and the aide as to proper roles of each in the classroom (Taylor, 1971).

School volunteer programs vary greatly in their training procedures. Several give their recruits training sessions. Others depend

upon the schools to take over after a single intensive session. Some have found that formal training seems awesome to volunteers and depend instead on the informal instruction that occurs on the job (Moulton, 1973).

Placement

Gilbaugh (1954) stated that the school board should establish policies which set forth the selection and subsequent working conditions for non-teaching personnel within the school. Further, he has called for established written policies dealing with the basis for promotion, demotion, and dismissal, as well as job and personnel specifications for each type of position.

Spayde (1952) stated that in the conduct of school business it is imperative for every board of education to adopt a set of rules and regulations governing the actions of instructional and noninstructional personnel. Cutler (1964) said that the school board should approve the teacher aide program and an administrator should be in charge of carrying out the program. Cutler's suggestions for the teacher aide program are: (1) Select aides according to specific qualifications such as ability, desire to work with children, previous vocational training, and stature in the community; (2) Prepare aide job description that spell out their specific duties and responsibilities; (3) Establish a clear understanding of the separation of professional roles of teachers from those of aides, emphasizing that the teacher is in command under all classroom conditions; (4) Provide pre-service training and in-service training for all aides; (5) Orient aides in the school philosophy, practices, and place in the community;

(6) Designate someone, such as the principal, to have general charge of all aides in his school; and (7) Evaluate the program at regular intervals.

Denemark (1966) reported that the Fountain Valley Schools in Huntington Beach, California, have initiated a staffing plan which includes the following features:

1. A teacher aide for every upgraded module of six teachers.
2. Thirty volunteer aides to assist in the preparation of instructional materials.
3. Five college work-study students to serve as noon duty aides.
4. A group of parent aides for the library to assist in processing media and attending to clerical details.
5. A senior or coordinating teacher in charge of cooperative teaching with responsibility for facilitating communication among the regular teachers in a six room instructional unit.

Responsibilities and Limitations

Question 8 of Chapter I of this paper was concerned with the rights and privileges of the volunteer teacher aide, and question 10 was concerned with the legal responsibilities and limitations of the volunteer teacher aide. Because the literature in these two areas is closely related, they have both been included in this section of the paper.

Sawin (1971) reported that 30 states have no laws to govern the use of teacher aides. In 20 states that do have laws on the subject, the laws are so ambiguous that the legal status of the teacher aide

is far from clear. He stated further that the schools in most states are getting along by using one or a combination of five methods:

- (1) Using guidelines issued by the state department of education;
- (2) Using interpretations or opinions from their state departments of education or attorney generals;
- (3) Considering teacher aides in the same manner as other noncertified personnel;
- (4) Pretending that the unanswered questions about teacher aides do not exist or that they will go away; and
- (5) By using certification requirements for teacher aides.

Not any of these ways is likely to be a safe way out of a legal entanglement that boards face when they hire teacher aides.

The use of paraprofessional personnel on a large scale was relatively new in education and some of the problems that could develop as a result of the use of teacher aides are yet to be recognized by legislators and educators. The legal status of the teacher aide is not clearly defined, either by legislation or court decision. Nevertheless, the teacher aide is a part of the educational scene and is assuming responsibilities in the supervision and teaching of children. In those states where the responsibilities a teacher aide may assume are at least somewhat defined by law, the principal has some basis for making a judgment on what the teacher aide may or may not do. In the absence of law, the administrator should exercise discretion in the assignment of responsibilities to the aide. This is particularly true where responsibilities may fall within the scope of certification requirements. In most states certain tasks may be performed only by certified personnel. Therefore, the principal should not permit the teacher aide to perform a service for which she is not properly qualified (Walden, 1972).

The legal status of the teacher aide is a problem which the schools are only beginning to face. A great deal more must be done before the issue is clarified, as many legal problems exist which will become more serious as the use of aides becomes more widespread. Only a few states have made legal provisions for the use of teacher aides. Except for three states, these provisions are not very comprehensive, dealing frequently with such specialized groups as lunchroom or playground supervisors. Nevada and Illinois have made general provisions for aides in class and out. California has gone further than any other state in providing legislation which may prove to be a model for other states. California's Instructional Aide Act of 1968 authorizes the use of teacher aides, teacher assistants, part-time readers, and instructional aides. This is a very important provision, since in most states aides are prohibited by certification laws from engaging in instructional tasks. The legislation provides that the State Board of Education shall adopt rules and regulations providing for the issuance by county superintendents of permits to instructional aides serving within their counties. The educational qualifications of an applicant for a permit shall be prescribed by the public school intending to employ him. Such a plan for local certification makes possible a very flexible, legally defined use of aides (U.S. Department of Health, Education, and Welfare, 1969).

Alexander (1969) reported on the authority invested in teacher aides. He said that two areas must be considered: teaching and regulation of public conduct. Since certification laws in all states set minimal qualifications for teachers, an aide is not authorized to perform instructional duties or to teach unless there are statutes to

the contrary. Some teacher aide duties require direct contact with pupils and may render the aide at least partially responsible for the conduct and control of pupils. Such situations include supervising playgrounds, cafeterias, study halls, loading and unloading of school buses, and corridor monitoring. However, unless it is specifically provided for in statutes or by state board regulations, the teacher aide does not have authority to regulate pupil contact. When teacher aides are placed in positions involving supervision, they are placed in positions of potential liability for pupil injury arising from their negligence.

Staley (1970) stated that the volunteer aides need to be aware of the following restrictions: (1) Every volunteer aide must have a yearly chest X-ray or skin test to certify freedom from tuberculosis; (2) Aides should be aware that they are not covered by general insurance that covers district employees; (3) Volunteers cannot assume total responsibility for the supervision of children and must be under the direction of a certified teacher; and (4) Volunteers who transport children must have adequate auto insurance, since the district cannot accept liability for those being carried.

Roelfs (1952) has stated that the Board of Education should formulate in writing a policy for handling of complaints of noncertified personnel. Davis (1939) has stated that a policy for the dismissal of noncertified public employees should be formulated to handle the dismissal of an employee who proves to be incompetent, insubordinate, or of bad character. Pigors and Myers (1956) have stressed the importance of an organization having a policy for disciplinary action of employees in the service of the organization.

Administration

A sound organizational and administrative plan for the teacher aide program will do much to insure the eventual success of the program. The organizational and administrative plans for the program must be tailored to suit the circumstances in each individual school district.

The School Volunteer Program of New York City is administered by an executive committee whose members are all active school volunteers. The members of the executive committee are appointed by the trustees of the Public Education Association. The executive committee is the policy-making body for the program and holds regular monthly meetings. The director of the School Volunteer Program is salaried and is an ex-officio member of the executive committee (Jamer, 1961).

The director of the School Volunteer Program implements policy, organizes, administers, and supervises all phases of the program and serves as liaison with school personnel, local agencies, and the community. In addition to the director of the School Volunteer Program, coordinators were employed for the individual schools. In some cases, a coordinator was used for two separate schools, but this practice proved to be unsatisfactory. It was the duty of the coordinator to confer with the principal and staff to determine needs, assign volunteers, and, in general, serve as director in his school (Jamer, 1961).

Staley (1970) stated that the individual appointed as director may be either a paid person or a volunteer, depending upon the size and resources of a district. The director is such a vital person that

only someone who has good rapport with teachers, principals, and parents and is academically well-qualified should be appointed. The success of the program will depend, to a large extent, upon the ability of the director to work with groups involved. The absence of a program would be preferable to one that causes animosity between individuals or groups.

In his study of teacher aide administrative practices in Kansas, Creamer (1970) found that the principal is the person responsible for administering the teacher aide program in the schools in more cases than any other person. None of the school districts in this study reported that a director of teacher aides was employed, whose primary function was to work with the teacher aide program.

The most frequently used method of administering the teacher aide program that has been reported in the literature is similar to that used by the Springboard 50 Learning Program in St. Louis. The Springboard to Learning Program started with the director as the only salaried person in the program. As the program grew, auxiliary staff and coordinators were employed to meet the needs of the program (Schweich, 1970).

In Boston, the School Volunteer Project is one of 13 projects conducted by the Council for Public Schools, which is a private, nonprofit, educational research agency. The council board appointed a director for the School Volunteer Project and made him responsible for the execution of the program. The director appointed a staff which helped to develop the program, and appointed committee chairmen. Chairmen of the various committees, plus the chairman of the board, constitute the working board which meets monthly to coordinate

activities and to establish policy. The committees are: Interviewing, Office, Publicity, Recruitment, Reading, Mathematics, English, Television, Community Resources, Science, Drama, Music, Art, Dance, Social Studies, and School Chairmen. Each school has its own chairman of volunteers who introduces new volunteers, informs teachers and principals of new programs and resources, etc. The chairman also receives requests, comments, and criticisms from the professional staff and confers frequently with the staff to find ways of improving the project. Chairmen of the six regions meet monthly under a regional chairman who reports to the coordinator or chairmen who are on the working board (Koretsky, 1970).

Evaluation

A school operating a volunteer program will need to establish a plan for continuous assessment. Since volunteer aides come on an irregular basis, informal evaluations will need to be made by the cooperating teacher and the principal. In addition to the informal and frequent assessments of volunteer competencies, an annual evaluation is recommended. The annual reports are completed by the cooperating teachers, principals, coordinator, and volunteer aide. Careful examination should not only provide assessment of personnel, but also provide a measure of the program's strengths and weaknesses (Staley, 1970).

In Fremont, California, the director of teacher aides and the principal made monthly observations of the aides. The teacher and the director formally evaluated the aide once a year. Informal evaluation is really continuous because of staff meetings and in-service

workshops. The aides are evaluated in the following areas: (1) Responsiveness to pupil's needs, (2) Commitment to the total program, (3) Instruction, (4) Staff relationships, and (5) Personal characteristics (National School Public Relations Association, 1972).

Evaluation of volunteer workers is not a process which takes place on a specific day or date. Rather, it is an ongoing process which begins at the recruitment stage and extends throughout the volunteers' tenure in the school (Michigan State University, 1973). When assessing the impact of the volunteer aide program, it is imperative that the attitudes of individuals involved and/or affected by it be measured. When developing an evaluation, the following areas should be explored:

Faculty: (1) Does the teacher understand his/her role in the volunteer aide program? (2) Are the classroom teachers happy with what the volunteers are doing? (3) Were the teachers involved in the development of goals and objectives for the volunteers? (4) Does the volunteer coordinator meet periodically with the faculty to discuss new developments in the Program? (5) Has the educational program been helped by the services of volunteer aides?

Students: (1) How do the students seem to respond and relate to the volunteers' presence and interaction with them? (2) What are some of the comments made about the use of volunteers in the classroom? (3) Are there any noticeable improvements in student behavior when volunteers are assisting?

Volunteers: (1) Is the volunteer happy in his/her work? (2) Does the volunteer understand his/her role in the educational process? (3) Is the volunteer involved in the development of goals

and objectives for the program? (4) Does the volunteer feel more comfortable going to the school since the initiation of the volunteer aide program? (5) Has the impression of the school improved as a result of the program? (6) Does the volunteer coordinator listen to suggestions from the volunteers?

Summary

A review of the literature examined the following questions:

(1) Why use volunteer aides in the school curricula? (2) What services may a volunteer teacher aide perform? (3) What job qualifications should prospective teacher aides be expected to meet? (4) How may qualified persons be recruited for the volunteer teacher aide program? (5) What procedures may be used to orient and train teacher aides? (6) How may teachers and administrators become acquainted with and utilize the volunteer teacher aide program (included in question 5)? (7) What procedures may be used in placement of teacher aides? (8) What are the rights and privileges of a teacher aide? (9) What are the legal responsibilities and limitations of volunteer teacher aides? (10) What should be the administrative framework of the volunteer teacher aide program? (11) How are the teacher aide programs evaluated?

CHAPTER III

PROCEDURES

Methods

The methodology consisted of: (1) A review of the literature relative to 11 research questions headings; and (2) A survey conducted in the McLain area to determine the extent of community support for a volunteer aide program. A summary of the review of literature and survey were reported in the summary and conclusion section of the study.

A model (Appendix A) was developed as a result of a review of the literature and the survey. The review of the literature and survey suggested the following headings for topics in the model: (1) Why be a volunteer aide? (2) Location of schools to be served; (3) Definition of a teacher aide; (4) Desirable qualities of a volunteer aide; (5) Educational requirements; (6) Goals of the volunteer teacher aide program; (7) Orientation; (8) Special training; (9) Tasks; (10) Enrichment type services; (11) Working with various members of the staff; (12) A typical week; (13) After school tutoring; and (14) Evaluation process.

Sample

The sample consisted of 116 adults: 20 males and 96 females, parents and non-parents randomly selected who lived in census tracts

79, 57, and 80 during the summer and fall of 1982, using a systematic sample technique (Appendix B). These respondents were mailed the survey the last week in August. The Tulsa City Directory was used to select addresses of respondents who lived in the area. The names, addresses, and telephone numbers of the respondents were placed in a resource file for future recruitment purposes. If the respondent indicated an interest in serving as a volunteer at several schools, the name was entered under each school listed. Two hundred questionnaires were mailed out and 116 were returned. The cutoff date for accepting responses was October 1.

Survey

A question concerning the educational status of the respondents was included on the survey. At the time of the 1970 census, the median number of school years completed was about 12. At the present time, both the Tulsa Public Schools Research Department and the McLain administrators would estimate this number to have decreased to between 10 and 12.

Although education is compulsory through 18 years of age in Oklahoma, there is no apparatus established to successfully deal with the number of dropouts.

To determine special training, hobbies, or interests of the potential volunteers, the respondents were asked to list this information on the survey. At the time of the last official census, the greatest number of workers in the community were classified as "clerical" or "clerical related" workers. In 1970, there were also large numbers of craftsmen and workers. It is the consensus of the

educators and ministers questioned in the community that the largest number of workers today fall into the blue collar classification, with a sizable number of clerical workers and domestics.

The survey also included information on the desired time of the week that the respondents would be willing to serve as aides. This information was needed to determine whether there was a need to provide additional hours for tutoring other than the regular school hours.

Information was asked on the survey of the number of volunteers who owned automobiles to determine whether there were problems with volunteers having access to transportation.

The question on whether the volunteer would be willing to be trained was included to find out the extent of interest in attending a training program.

The survey also asked for grade level preference. The grade levels were divided into levels as kindergarten, elementary school, middle school, junior high, and senior high school.

The areas of specialization on the survey included general classroom assistance, story telling, math tutor, reading tutor, library/media center, special education, skills program, music, art, gifted program, great books, physical education, school clinic, and clerical.

School preference was indicated by checking one or more of the schools listed. If the respondent checked more than one school, it was listed. The schools listed were McLain High School and its feeder junior high schools, Monroe and Gilcrease; and feeder elementary

schools, Alcott, Cherokee, Greeley, Houston, Lindsey, Penn, and Post.

The information on health, teaching experience, and children attending public schools was sought to use for future recruitment purposes.

Statistical Methods

The statistical methods used for the survey were frequencies count, percentages, Z scores, means, range, and graph. The data statistically reported are: (1) Number and percentages of respondents interested in serving as volunteer aides; (2) Census data and percentages of number of years completed; (3) Count, mode, median, mean, range, and percentages of grade level preference of volunteer teacher aides; (4) A line graph and percentages of responses to questions on school preference; (5) Count and percentages on age level of respondents; (6) Count and Z scores of volunteer preference of working with groups or individuals; (7) Count and percentages of areas of interest of volunteers; (8) Count of size and sex composition of volunteers with cars; and (9) Count of number of volunteers in secondary schools in the Tulsa Independent School District.

CHAPTER IV

FINDINGS

Based on the survey used to determine the extent of community support for a volunteer teacher aide program in the McLain High School and its feeder schools, Table I showed the number and percentages of respondents interested in serving as volunteer aides if trained. The age level that showed the highest interest in the volunteer aide program was respondents between 41 and 60 years of age. The second highest was in the 21-40 years range. Smaller percentages were found among people under 20 and over 60.

TABLE I
NUMBER AND PERCENTAGES OF RESPONDENTS INTERESTED
IN SERVING AS A VOLUNTEER AIDE IN THE McLAIN
HIGH SCHOOL AND/OR FEEDER SCHOOLS
IF TRAINED

Age Range	Frequencies	Percentages
People under 20	6	5.17
People 21-40	47	40.5
People 41-60	54	46.5
People over 60	9	7.7

Table II showed the comparison of survey findings with census data on the number of years of school completed. The elementary schools included grades 1 through 9, whereas high school included grades 10 through 12. The college experience was tabulated on number of respondents who had some college training. The characteristic divisions were based on the census date groupings. The median school years completed for the census report was 11.9, whereas the median school years completed for survey respondents was 12.0. At the same time, there seemed to be a reasonably high respect held for education in the McLain community, as evidenced by the survey on the number of respondents who have completed high school.

TABLE II
COMPARISON OF SURVEY WITH CENSUS DATA ON
NUMBER OF YEARS OF SCHOOL COMPLETED

Characteristics	Census (%)	Survey (%)
Elementary	30.60	100.00
High School	.25	96.00
College	2.90	4.30
Median School Years Completed	11.90	12.00

Table III presented data that shows the grade level preference of volunteers. Some respondents checked more than one grade level

on the questionnaire. When this was done, all of the marks were included in the final tabulation. The high school and junior high levels were not selected by any of the under-20 age group. Despite the lack of preference for the junior and high school levels by the under-20 age group, the total respondents who selected both levels was noteworthy.

TABLE III
GRADE LEVEL PREFERENCES OF VOLUNTEER
TEACHER AIDES

Age	Kindergarten	Elementary	Junior High	High School
Under 20	5	1	0	0
21-40	28	40	27	36
41-60	32	17	25	48
Over 60	<u>7</u>	<u>9</u>	<u>6</u>	<u>7</u>
	Σ 72	Σ 67	Σ 58	Σ 91
	62%	58%	50%	78%

Note: N=116; Mode=7; Median=25; \bar{x} =20.5; and range=47.

Figure 1--a line graph--and percentages of responses to questions on school preference, showed that none of the respondents selected Greeley Elementary School, whereas 31.0% selected McLain High School.

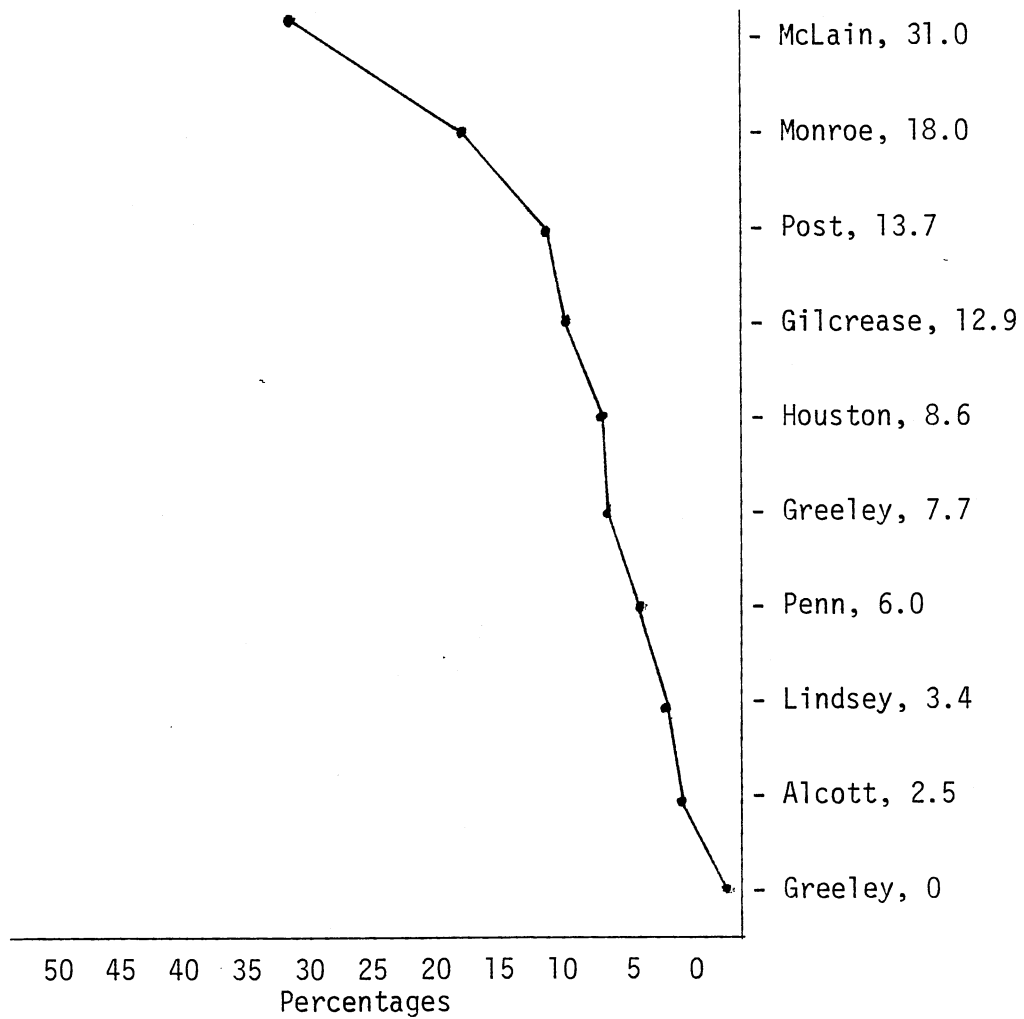


Figure 1. Line Graph and Percentages of Responses to Questions on School Preference

Table IV indicated the age levels of respondents represented on the survey. Out of the 116 returned surveys, 5.17% were under 20; 40.50% were people 21-40; 46.50% were people 41-60, and 7.75% were people over 60 years of age.

TABLE IV
AGE LEVELS OF RESPONDENTS REPRESENTED
ON THE SURVEY

Number	Age Range	Percentage
6	Under 20	5.17
47	21-40	40.51
54	41-60	46.55
9	Over 60	7.75

Table V showed the volunteer preference of working with groups or individuals. All ages preferred working with individuals rather than with groups. None of the under 20 age group wanted to work with groups; however, all of the respondents showed a low interest score in working with groups. The standard scores or "Z" score approximated the standard deviation above or below the mean.

There was no interest shown in Table VI for the gifted program or the Great Books program. No explanation was given of the areas listed and it is possible that a lack of explanation on these topics resulted in no response.

TABLE V
VOLUNTEER PREFERENCE OF WORKING WITH GROUPS
OR INDIVIDUALS

Age Range	Number	Groups	z	Individual	z
Under 20	6	0	1.16	6	-0.92
21-40	47	3	1.04	44	-0.6
41-60	54	6	-0.92	48	-0.76
Over 60	9	<u>2</u>	1.08	<u>7</u>	-0.88
		Σ 11		Σ 105	

TABLE VI
AREAS OF INTEREST OF VOLUNTEERS

Assignment	Number	Percentage
General Classroom Assistance	116	100.0
Kindergarten	72	62.0
Storytelling	62	53.4
Math Tutor	25	21.5
Reading Tutor	64	55.1
Library/Media Center	40	34.4
Special Education	53	45.6
Skills Program	0	0
Music	5	4.3
Art	11	9.4
Gifted Program	0	0
Great Books	0	0
Physical Education	12	10.3
School Clinic	36	31.0
Clerical	35	30.1

Table VII presented the volunteers who have cars, according to sex. All of the volunteers in the under 20 age group owned cars. The 21-40 age group showed four women without cars. Out of 54 respondents in the 41-60 age group, three women did not have cars. The over 60 age group showed three women out of nine respondents that did not own cars.

TABLE VII
SIZE AND SEX COMPOSITION OF VOLUNTEERS
WITH CARS

Ages	Number of Men	Number of Women	Σ	Total Number of Volunteers Without Cars	Total Number of Volunteers With Cars
Under 20	2	4	6	0	6
21-40	13	34	47	4	43
41-60	5	49	54	3	51
Over 60	3	6	9	3	6

Table VIII, reported by the Tulsa Public Schools Research Department (1982), indicated that there were only two public high schools utilizing volunteer teacher aides.

TABLE VIII
SECONDARY - SENIOR HIGH SCHOOLS VOLUNTEERS

School	Number of Volunteers	Total Hours	Total Individual Hours Over 100
Memorial	79	1,651.5	118, 102, 104.2
B.T. Washington	<u>2</u>	<u>80.0</u>	
Total	81	1,731.5	

CHAPTER V

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

The problem of this study was the need for a model for a volunteer teacher aide program for McLain High School and its feeder schools.

The 1979 North Central Evaluation Committee and the Superintendent's Executive Staff of the Tulsa Public Schools reported that McLain High School and its feeder schools are lacking in community involvement. The result has been a lack of communication and support between the community and the school. A well designed and implemented volunteer aide program could serve as a process to alleviate this problem. This study was based on the assumption that a model had to be preparatory to the successful implementation of a volunteer teacher aide program.

Certain questions needed to be explored in the literature to provide a basis for the development of the model. The research questions examined were: (1) Why use volunteer teacher aides in the school curricula? (2) What services may a volunteer teacher aide perform? (3) What job qualifications should prospective teacher aides be expected to meet? (4) How many qualified persons should be recruited for the volunteer teacher aide program? (5) What procedures may be used to orient and to train teacher aides? (6) How may teachers and administrators become acquainted with and utilize the volunteer

teacher aide program? (7) What procedures may be used in placing, relocating, and/or removing teacher aides? (8) What are the rights and privileges of a teacher aide? (9) What are the legal responsibilities and limitations of volunteer teacher aides? (10) What should be the administrative framework of the volunteer teacher aide program? and (11) How are the teacher aide programs evaluated?

Summary of Literature

Purposes of a Teacher Aide Program

The review of the literature revealed some disagreement about the purposes of the teacher aide program. Some writers felt that the use of teacher aides might be used to justify larger class size. Deason (1957) visualized the use of teacher aides as an emergency measure to be employed when certified teachers were not available. The more recent writers review the teacher aide as a means of relieving the teacher of some of the clerical and supervisory tasks and thus giving the teacher more time for preparation and individualization of instruction (Southworth, 1969). Scrivner and Urbaneck (1963) noted significant improvement in student grades in classes where teacher aides were utilized.

Passett and Parker (1967) felt it best to use aides recruited from the the district in which they were to serve. The teacher aides could then be of assistance in interpreting to the professional staff the community sentiments and needs, and through informal contacts with the patrons of the school, ways to interact with the school and their children in the educational process. An increase in motivation may be

the result of the presence of a sympathetic adult from the students' own community to which they can more closely relate.

The primary purpose of the teacher aide program should, therefore, probably be to perform non-instructional tasks under the supervision of a certified school staff member which will permit the certified teacher to spend more time in individualized instruction and preparation. The teacher aides should never be used as substitute teachers, unless the aide is a certified teacher. If the teacher aide is a specialist in some particular area, she may, however, be able to give in-depth information and enrichment to the educational program which the certified teacher would not have been as well equipped to provide. The use of teacher aides should not be an excuse for increased class size, as this would defeat the primary purpose of the program.

Other purposes of the teacher aide program would include the opportunity for members of the community to actively participate in the educational process of the school. Also, school-community relations should be strengthened when more members of the community have been able to observe directly the educational processes of the school and relate these observations through informal conversations with other members of the community. Another purpose could be to provide students who are considering a career in teaching with the opportunity of working in a classroom with a certified teacher before they have committed themselves deeply to a teacher training program.

Teacher Aide Services

Griffin (1967) reported that in the Tulsa Public School System,

72% of the aide time is spent on clerical-mechanical duties, 20% on monitorial duties, 4% on health-related duties, and 4% on extracurricular duties. Perkins (1966) listed 35 different tasks performed by one aide at various times. Erb (1972) reported several tutorial and reenforcement type activities performed by teacher aides in the Springfield Public School System.

The types of service that a teacher aide may perform can be divided into six categories. Any one teacher aide might perform services from all six of the categories at various times, depending upon the aide's abilities and the needs of the schools. The six categories of service and some suggested activities for each type of service are as follows:

Classroom Assistance - The aide might arrange materials in readiness for class instruction, supervise clean-up time after an activity, operate audio-visual equipment, supervise indoor games, take roll and record attendance, and assist in general supervision.

Individual Help - The aide may assist in supervising the seat work of the children, listen to children read, work with individuals on spelling assignments, help recent absentees with make-up work, or administer first aid for minor injuries.

Enrichment - This type of service is provided by interested individuals who may or may not be able to give their time on a regular basis, but would like to make a contribution by speaking to classes about their own experiences, interests, profession, or trade. This could include speakers from such fields as the building trades, business, communications, law, medicine, music, and science, as well as resource people in ethnic cultures, literature, and travel.

Special Services - The aides may assist in supervising the loading and unloading of school buses, supervise crosswalks, assist in supervising and planning field trips, assist in supervising hallways and lunchrooms, assist in special projects such as school plays or art exhibits, or play the piano for special events.

Tutoring - These services may be provided both during the school day and after regular school hours. The aide could work on an individual basis with the child who needed special attention.

Clerical - This type of task is probably the one in which the teacher could get assistance in transcribing grades, checking papers for mechanical errors, filing student's work, and duplicating materials.

The above listing of teacher aide activities in the six categories is not a comprehensive listing of all the services which a teacher aide might perform, but merely suggestions as to types of service they might perform. The particular services an aide may perform will depend upon the types of services needed and the abilities of the aide. The amount of time an aide is available for service and the regularity with which an aide is available for service may influence the types of service she is asked to perform. A list of aides available for occasional service could be very valuable to teachers. Regardless of the type of service performed by an aide, all such services must be under the supervision of a certified member.

Job Qualifications

The review of literature indicates that formal education requirements will vary with the tasks the teacher aide will be required to perform. Bernstein (1970) felt that no formal education requirements

should be stated because such requirements were often irrelevant to the task at hand, and it was hoped to include volunteers from a wide segment of the community. Brighton (1970) suggested eight teacher aide classifications, with different job qualifications for each. Bazeli (1969) thought that the education requirements might be set at about the high school completion level, but he pointed out that special talents, skills, experience, and maturity are more important than formal education. Erb (1972) stressed that careful screening of applicants is necessary and the qualities looked for are strong interest in children, warmth, and flexibility. Many writers felt that a physical examination should be required of all persons working in the school system.

The evidence indicates that no specific education requirements should be made of the applicants for the volunteer teacher aide program. However, it is suggested that a statement of the applicant's formal education, work experience, and special abilities should be included with the prospective teacher aide application forms, as they will be helpful in the placement of the aide.

All applicants for the teacher aide program should be personally interviewed by a trained staff member. Such things as the applicant's reasons for volunteering to be an aide, personal appearance, ability to communicate, speech difficulties, sight or hearing loss, the hours they will be available to work, the types of tasks they prefer to perform, and the applicant's attitude toward children should be noted by the staff member. The applicant should be informed that a physical examination will be required.

Recruitment

The literature has revealed no major problems in the recruitment of enough volunteer aides to conduct the programs in the various school systems. Jamer (1961) has reported that the most effective way of recruiting new volunteers for the New York City School Volunteers group has been for an active member of the volunteer organization to make the initial contact with the prospect. Bernstein (1970) reported that the recruitment of volunteers for the Mamaroneck Public Schools was organized by the School Service Chairman of the PTA and that publicity was limited to the usual PTA channels, with the recruiting done primarily by word of mouth and by contact with local church and service groups. The Los Angeles City School Volunteer Program (1969) volunteers are recruited by several means: by school staff members, by word of mouth from volunteers, and by publicity releases to newspapers, radio, and television.

The literature indicates that the most effective method of recruiting new volunteers for the program has been by the direct contacts made by a person who is active in school volunteer work. The volunteer teacher aides, therefore, should be encouraged to make contacts with people who may be interested and explain the need for volunteers. The PTA has been an effective means of recruiting teacher aides. The volunteer teacher aide program and the need for volunteers could be explained to the PTA as a means not only to recruit volunteers from their membership, but also to enlist their help in recruiting volunteers from outside their own membership. Publicity releases prepared for the news media may give the widest coverage for the teacher

aide program, but the evidence indicates that this means does not produce as many volunteers as the other methods.

Orientation and Training

The training and orientation of volunteer teacher aides have been handled in different ways by different schools. Bazeli (1969) felt that the preservice training of teacher aides should be the responsibility of the school. In some volunteer programs, the School Volunteer Organization provides some preservice orientation and training, and the school staff provides on-the-job training (Moulton, 1972). Brighton (1970) reported that the classroom teacher should be the one to orient and train the teacher aides working with her in her classroom.

Koretsky (1970) pointed out the need for orientation for all persons connected with the teacher aide program, including administrators and classroom teachers. Staley (1970) also felt that training teachers in the effective use of volunteer services should be an integral part of the program.

Bazeli (1969) reported that the teacher aide training program should include an orientation to the organization of the school district and to the operational structure of individual schools, examination of the roles of the teacher aide staff, and an overview of child growth and development. Koretsky (1970) stated that orientation, in addition to explanation of concept, description of relationships, and establishment of roles, should be designed for the establishment of rules to which all must subscribe.

The director of the volunteer teacher aide program should be in charge of planning and directing the initial orientation and training program for new volunteer teacher aides. The initial orientation session may be a one day group session at the beginning of the school year, or it may be a small group session, or, possibly, a one-to-one session for those volunteers who enter the program later in the year. The director of the volunteer teacher aide program should also be responsible for familiarizing the professional staff with the teacher aide program. If it is not possible to meet with all staff members in group sessions, brochures which explain the details of the teacher aide program should be made available to all members of the professional staff. Representatives from the teacher aide program should be prepared to meet with groups or individuals of the professional staff to answer questions and explain about the volunteer teacher aide program whenever such meetings can be arranged.

The initial orientation of the volunteer teacher aides should include such things as the organization of the school district and the operational structure of the individual schools, an explanation of the role of the teacher aide in relation to the teacher and of the teacher aide to the student, the methods of placing a teacher aide in a particular school situation, or overview of child growth and development with a very careful explanation of policies concerning the treatment of pupils, an explanation of the types of things a teacher aide may and may not do, with special emphasis on the fact that all tasks performed by the teacher aide must be under the supervision of a certified staff member, and the details of those things required of

all teacher aides, such as physical examinations and, possibly, insurance.

The orientation for administrators and certified teachers should include such things as the tasks the teacher aide may perform, the types of things a teacher aide should not be allowed to perform, how to obtain the services of a teacher aide, methods of effectively utilizing the services of a teacher aide, method of reassigning a teacher aide whose services are no longer needed or of removing an aide whose service has been unsatisfactory, and the duties of the teacher in training the aide to be most effective in her particular classroom situation.

The actual training of the teacher aides can best take place as inservice training conducted by the certified staff members to which they have been assigned. The tasks assigned to the teacher aide should be explained in detail. The first tasks assigned to the aide should be simple, but the tasks must be important. Never assign "busy work" to an aide. As the aide becomes familiar with the operational procedures of the situation to which she has been assigned, she may be given increasingly more difficult tasks to perform.

Placement

Very little information was found in the literature concerning the placement of volunteer teacher aides. Gilbaugh (1954) stated that the school should establish policies which set forth the selection and subsequent placement of non-teaching personnel. Spayde (1952) and Cutler (1964) also saw the need for a written policy by the school board.

The placement of the volunteer teacher aide should generally reflect attempts to satisfy the wishes of the volunteer, as well as attempts to match the aide's talents and skills with the needs of the school or program. In most cases, the volunteers should be placed in schools or classrooms where staff has requested their services. The information obtained from the teacher aide application forms and from the personal interviews with the aides should be of great help in placing the aides. Careful consideration should be given to accommodating the transportation needs and convenience of the volunteer. The volunteers should be notified in writing of their starting dates, working hours, and the names of the teachers with whom they will be working. Volunteer should generally not be assigned to classrooms in which their child is a student.

The methods of reassigning teacher aides when their services are no longer needed in a particular situation should not pose any particular problem. The teacher aide and the director of teacher aides should be informed by the teacher or by the building principal that this particular service is no longer needed, and the director of teacher aides should take charge of reassigning the aide to a position where the services are needed.

The methods of removing a teacher aide from service when their service has been unsatisfactory should be handled with caution by all parties concerned. The nature of the dissatisfaction will to some extent determine what steps will be taken.

Responsibilities and Limitations

The use of volunteer teacher aides is relatively new in education

and their legal status is not clearly defined, either by law or court decision in most states. Only Nevada, Illinois, and California have made legal provisions for the use of teacher aides in class (Roelfs, 1952). Alexander (1969) pointed out that most states do have certification laws that set minimal qualifications for teachers, and the aide is not authorized to perform instructional duties, teach, or regulate pupil conduct. Walden (1972) felt that the principal must make a judgment of what the teacher aide may or may not do, based upon the aide's legal status in his state, and he should not let the teacher aide perform a service for which she is not qualified.

Roelfs (1952) stated that the board of education should formulate in writing a policy for handling all noncertified personnel. Staley (1970) reported four restrictions for teacher aides: (1) Every volunteer aide must have a yearly physical examination; (2) Volunteer aides should not assume total responsibility for the supervision of children, but must always be under the direction of a certified staff member; (3) Volunteers who transport children must have adequate auto insurance, since the district cannot accept liability for those being carried; and (4) Teacher aides should be aware that they are not covered by the general insurance that covers district employees.

There should be a written policy formulated or approved by the board of education which will serve as a guideline for the total volunteer teacher aide program. A written policy by the board of education is of increased importance in those states where there are no laws governing the teacher aide program or where existing laws are not clear.

The written school board policy should include such things as the following: (1) All volunteer teacher aides must have a physical examination which includes either a chest x-ray or a tuberculosis skin test, (2) All services performed by volunteer teacher aides should be under the supervision of a certified staff member--the volunteer aide must never be allowed to assume the total responsibility for the supervision of students, (3) The duties of the school volunteer program director, the principal, and the teacher should be made clear, (4) The insurance coverage provided for the volunteer by the school district for the volunteer, or the lack of insurance, should be defined, (5) The types of tasks that may be assigned to a volunteer teacher aide should have some limitations, such as: (a) The volunteer teacher aide may not diagnose the educational needs of the students nor prescribe learning experiences for the students, (b) The volunteer teacher aide may not prescribe or administer disciplinary measures for a student, and (c) The volunteer teacher aide may not formally evaluate a student or a student's progress, and (6) The procedures for placing, reassigning, and removing volunteer teacher aides should be stated.

The following suggestions may be varied according to the needs of a particular program:

Placement - Volunteer teacher aides may be assigned to a school by the director of the volunteer teacher aide program only upon request for such services by the principal of the school involved and if a suitable volunteer teacher aide is available. The principal may accept or reject any of the volunteer teacher aides assigned to his school, but if an aide is rejected, the reasons for the rejection must be reported to the director of the program. The principal will assign

the aide to a supervising teacher within this building, but he may not assign a volunteer teacher aide to a teacher that has not requested the services of the aide.

Reassignment - When the services of an aide are no longer needed or desired by the supervising teacher to whom she was originally assigned, the principal, with the consent of the aide, may reassign her to another supervising teacher within his building. The program director should be informed of any such reassignment. If the services of the aide are no longer needed in his building, the principal should inform the director of the program and the aide. The director will then be responsible for reassignment of the aide.

Removal - If it becomes necessary to remove an aide from the volunteer teacher aide program, a great deal of caution should be exerted by the administrators of the program because of the effect such a removal may have on the school community. The board policy governing the removal of a volunteer teacher aide should be similar to the policy governing the removal of other school staff members. The reasons for removal may include such things as immoral conduct, incompetence, poor health, or insubordination. The teacher and the principal should attempt to resolve the problems that may arise concerning the services of an aide, but if no satisfactory solution can be found, then the aide should be informed that her services will no longer be needed in that building and a full report of the problem must be sent to the director of the program. It will be the director's decision to reassign the aide to another building or to remove the aide from the program.

Administration

The administration of volunteer teacher aide programs has been handled in different ways by different school systems. The School Volunteer Program of New York City is administered by an executive committee whose members are all active school volunteers (Jamer, 1961). Staley (1970) felt the program director could be either a paid person or a volunteer, depending upon the size and resources of a district, but the director should be an academically well qualified person. Creamer (1970) found that the principal was the person responsible for administering the teacher aide program in the schools in more cases than any other person. The Springboard to Learning Program in St. Louis started with the director as the only salaried person in the program, as the program grew, auxiliary staff members were employed to meet the needs of the program (Schweich, 1970).

A sound organizational and administrative plan for the volunteer teacher aide program will do much to insure the eventual success of the program. The organizational plans for the program must be tailored to suit the circumstances in each individual school district.

The director of the volunteer teacher aide program needs to be a salaried person. This person may or may not have duties other than the volunteer teacher aide program, depending upon the size of the program. As the program grows, it may become necessary to hire additional staff for the program. The director of the program has one of the key positions in the program, and the program's success or failure may depend upon this person's skill in managing the many factors involved.

The specific duties of the director will vary from school to school, but may include some of the following types of services: (1) The orientation of principals and teachers with philosophies and goals of the volunteer teacher aide programs; (2) The arrangement for pre-service training sessions for the volunteers; (3) The director should be an authority on matters of policy concerning the program; (4) The director should be in charge of the recruiting program for new volunteers; (5) The director or someone appointed by the director should personally interview each applicant before induction into the program; (6) The director should be responsible for assigning a volunteer to a school upon receipt of a request by the principal of the school when a suitable volunteer is available; (7) The director should act as a liaison between the professional staff and the volunteers by being available to the staff for consultation concerning the appropriate use of volunteers and on problems having to do with reassignment or further training of volunteers, and by being available to the volunteer teacher aides for consultation on ways of improving services to teachers; (8) The director should be in charge of all publicity releases to the news media; (9) The director should be available for speaking engagements at local meetings of civic organizations for purposes of explaining the volunteer teacher aide program and enlisting support for the program; (10) The director should establish and maintain adequate routines for record keeping; and (11) The director should establish procedures for the annual evaluation of the program.

The school principal is another key person in the volunteer teacher aide program. He is in charge of the education program in his school, including the volunteer teacher aides. He has the authority

to accept the volunteer aide or to discontinue the services of an aide at any time. Some suggested guidelines for the principal may include the following: (1) A volunteer should be assigned only to those staff members who have requested one; (2) Before a request for volunteer teacher aides is submitted to the director of volunteer teacher aides, the matter should be discussed by the principal and the interested teacher; (3) The principal should be reasonably sure that a teacher can make effective use of a volunteer before making a request for one; (4) The principal should assume the responsibility for the overall supervision of the volunteers in his school; (5) All tasks performed by an aide will be supervised by the teacher, the principal, or some certified staff member; (6) The teacher will decide the tasks to be performed by the aide in the classroom, as long as those tasks remain within the guidelines of things an aide may perform; (7) A volunteer must never be used as a substitute teacher, unless the aide is a certified teacher also; and (8) The principal, along with the teacher concerned, should assess the work of the volunteer teacher aide and report this evaluation to the director at the end of the school year or at the termination of the aide's services.

The teacher is another key person in the volunteer teacher aide program. The use of a teacher aide may be a new experience for the teacher; therefore, the teacher must be flexible and show a great deal of initiative to effectively make use of a volunteer teacher aide. Some guidelines that may be helpful to teachers are listed as follows: (1) Before asking for a volunteer teacher aide, be sure she has in mind why she wishes an aide and how she could effectively use one; (2) Be sure she realizes what her day-to-day relationship to the aide

will be; (3) Be prepared to give on-going inservice instruction to the aide to increase her effectiveness; (4) Have a definite plan of work ready, either by written instruction or by sufficient conference time for each day the aide serves, so that the aide may more effectively carry out the assigned tasks; (5) Be sure that the welcome each day makes the aide feel effective and needed; (6) Be sure the aide is thoroughly briefed in classroom and school routines, especially in fire safety and dismissals; (7) Be sure the aide is advised in advance of any change in schedule that would affect the aide's service; (8) The aide should be given specific instructions and all necessary materials for each job she is asked to perform; (9) An aide always works under direct supervision of the certified teacher; therefore, her instructions are the direct responsibility of the teacher; and (10) Remember that the aide is a direct link with the community--the good impressions made on the aide may enhance community goodwill.

Evaluation

There was not a great deal of information found in the literature concerning evaluation of the volunteer teacher aide or about evaluating volunteer teacher aide programs. Staley (1970) stated that there should be frequent, informal assessments of the volunteer's competencies and an annual evaluation. He further stated that the annual evaluations should be completed by the cooperating teachers, principals, program coordinator, and the volunteer teacher aides. In Fremont, California (National School Public Relations Association, 1972), the aides were evaluated in the following areas: (1) Responsiveness

to pupil's needs; (2) Commitment to the total program; (3) Instruction assistance; (4) Staff relationships; and (5) Personal characteristics.

Accountability has become a very important item in education. The public and its elected officials, in addition to the school administrators, want to know if the schools and the people who staff them are doing the job they are supposed to be doing.

Evaluation should start with initial planning of activities and continue throughout the operation of the program. The following are some points that should be considered when making an evaluation of the teacher aide program: (1) Has the program helped give more service to the student? (2) Has the program given the staff more time to teach? (3) Has the volunteer developed a greater appreciation of the work of the school through the program? (4) Has the program developed an involvement on the part of the volunteer aide and led to a greater community support? (5) Has the school devised a way to keep record of the services performed by the volunteer aides? (6) Has the school developed a way to give recognition to the volunteer aides? (7) Has the interaction between the staff and the volunteer aides been mutually rewarding? and (8) Has there been sufficient evidence accumulated to produce suggestions for ways to improve the program?

The evaluation of the individual volunteer teacher aides should be a continuous process. Since the certified staff member under whose supervision the aide is working has the best opportunity of observing the aide in the performance of her services, the certified staff member is in the best position to make a significant evaluation of an individual aide's performance. The following are some points that should be considered in making an evaluation of an individual teacher

aide: (1) Has the volunteer teacher aide been able to develop a good rapport with the students with whom she has come into contact? (2) Has the aide been dependable in attendance and punctuality? (3) Has the aide demonstrated reasonable skill and initiative in performing the tasks assigned? (4) Has the aide demonstrated that she realizes that school records and the relationships between staff members and children are confidential matters? and (5) Has the aide's behavior, speech, and dress demonstrated that she is aware that she is an example for the students?

The records of each individual aide should be evaluated annually by the teachers, the principals, the director of the volunteer teacher aide program, and the volunteer teacher aides themselves.

Conclusions

The following conclusions are drawn from the literature:

1. The purposes of a volunteer aide program are: (a) to assist staff members, and (b) to strengthen school-community relations.
2. All services performed by an aide should be under the supervision of a certified member.
3. There should be no specific educational requirements for aides to enter the program.
4. Direct contacts made by volunteers are the most effective methods of recruitment.
5. The training of volunteers should be the responsibility of the coordinator and/or the supervising teacher.
6. Volunteer aides should only be placed where their services are needed.

7. The volunteer aide program should be evaluated regularly by the volunteers, the staff, and the students.

8. Volunteer aides may not diagnose educational needs, prescribe learning activities, prescribe or administer disciplinary measures, or formally evaluate a student or a student's progress.

To determine the extent of community support for a volunteer aide program in the McLain area, a survey was conducted. Two hundred questionnaires were distributed to the population in Census Tracts 79, 57, and 80 during the summer and fall of 1982, and 116 were returned.

Summary and Conclusions of the Survey

Based on the survey, it was evidenced that people in the community were interested in serving as volunteer teacher aides if properly trained. Also, the administration, faculty, and support staff of McLain High School and its feeder schools, the North Central Evaluation Committee, and the Superintendent's Executive Staff of the Tulsa Public Schools have stated openly the need to get the community involved in the educational process.

The survey (Table I) showed the extent of community support for the volunteer program. All of the returned surveys (116) were positive. It was assumed that the respondents who were not interested in participating in the program did not return the questionnaire.

Table IV presented data of age levels of respondents represented on the survey. Only 5% of the total were under 20 years of age. This group was probably low because most young people in this area were affected by high unemployment. The percentage of volunteers over 60

was small also. This can be attributed to problems with health and transportation.

Table VIII showed the distribution of volunteer aides used in the secondary senior high schools in the Tulsa Public School system. Memorial and Booker T. Washington High Schools were the only two high schools in the Tulsa system that utilized volunteer teacher aides.

The survey data presented statistically to determine the amount of community support were: (1) Number and percentages of respondents interested in serving as volunteer aides; (2) Census data and percentages of number of years completed; (3) Count, mode, median, range and percentages of grade level preference, and level of volunteer teacher aides; (4) A line graph and percentages of responses to question on school preference; (5) Count and percentages on age level of respondents; (6) Count and z score of volunteer preference of working with groups or individuals; (7) Count and percentages of areas of interest of volunteers; (8) Count of size and sex composition of volunteers with cars; and (9) Count of number of volunteers in secondary schools in the Tulsa Independent District.

Recommendations

Recommendations are suggested to obtain and maintain optimum results from this investigation. It is suggested that this study serve as a rationale for the development of a volunteer teacher aide training program that could be implemented throughout the Tulsa public schools. In order to obtain and maintain optimum results from the program, it is suggested that an administrator's guide to the use of volunteer teacher aides be developed. It is further recommended that

the volunteer aide program serve as a vehicle to solidify the home-school link. By using the community members in the instructional program, parents and school staff are presented with an opportunity to act as partners in the learning process.

This investigation also pointed to a number of problems for further research. Listed below are some of the areas of interest related to the findings:

1. Additional research must be conducted to confirm and substantiate the validity of the results of this study. Further research needs to be conducted on the relationship between the recent impact of economic changes in the McLain community and respondents' continuous willingness to serve as volunteer aides.
2. A similar study to examine attitudes of teachers and/or administrators toward volunteer aides seems warranted.
3. An effective process for evaluating the volunteer aide program needs to be developed.

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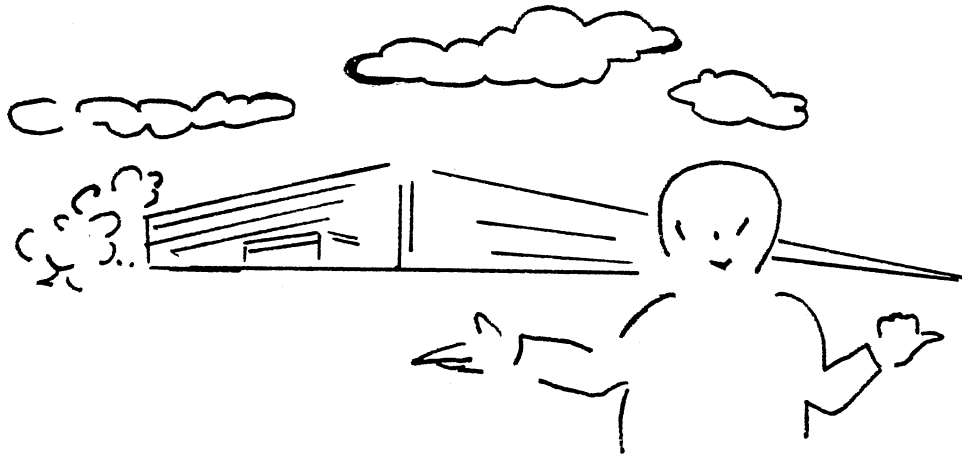
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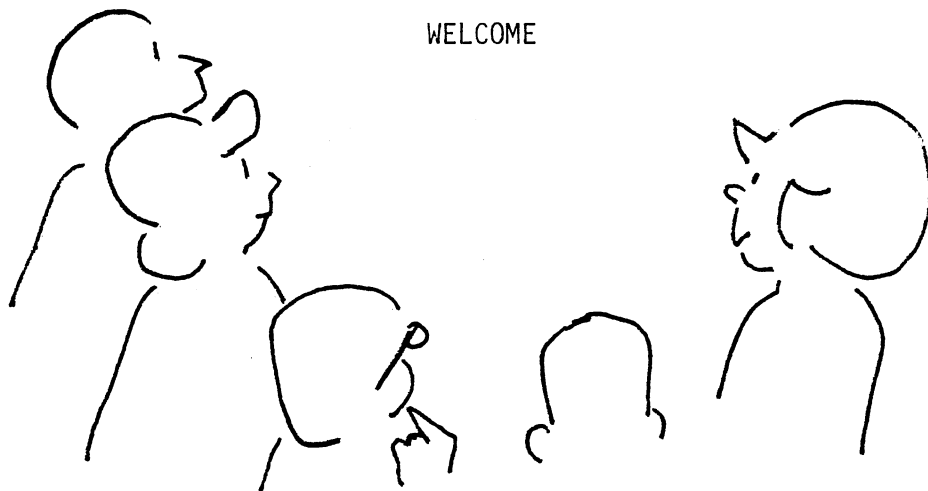
APPENDIX A

MODEL HANDBOOK

"A MODEL TEACHER AIDE PROGRAM FOR McLAIN
HIGH SCHOOL AND ITS FEEDER SCHOOLS"



WELCOME



Ruth Tibbs
Oklahoma State University
Spring, 1983

WHY WOULD I WANT TO BE A VOLUNTEER AIDE?

WOULD YOU LIKE TO BECOME A PART OF YOUR CHILD'S LEARNING PROCESS?
 HAVE YOU DECIDED IT IS TIME FOR YOU TO TAKE AN ACTIVE PART IN YOUR
 CHILD'S OR SOMEONE ELSE'S EDUCATIONAL GROWTH? ARE YOU RETIRED? DO YOU
 HAVE A SPECIAL TALENT OR TRAINING THAT YOU WOULD LIKE TO SHARE WITH
 OTHERS? DO YOU WANT TO HELP IMPROVE THE McLAIN COMMUNITY/SCHOOL
 RELATIONS? REGARDLESS OF YOUR REASON, YOU HAVE SHOWN ON A RECENT SURVEY
 AN INTEREST IN SERVING AS A VOLUNTEER TEACHER AIDE. WELCOME!

IN WHICH SCHOOL WILL I SERVE AS A VOLUNTEER AIDE?

YOUR SERVICES WILL BE APPRECIATED IN ANY THE THE TULSA PUBLIC
 SCHOOLS. HOWEVER, YOU HAVE BEEN SPECIFICALLY RECRUITED FOR ONE OR MORE
 OF THE FOLLOWING SCHOOLS:

<u>JUNIOR AND SENIOR HIGH SCHOOLS</u>	<u>ADDRESS</u>	<u>PHONE</u>
McLAIN HIGH SCHOOL	4929 NORTH PEORIA	425-5561
MONROE JUNIOR HIGH SCHOOL	2010 EAST 48 ST. NO.	425-7517
GILCREASE JUNIOR HIGH SCHOOL	5550 NORTH CINCINNATI	425-5505
<u>ELEMENTARY SCHOOLS</u>	<u>ADDRESS</u>	<u>PHONE</u>
ALCOTT	525 EAST 46 ST. NO.	425-7531
CHERROKEE	600 NORTH PEORIA	425-1391
GREELEY	105 EAST 63 ST. NO.	425-7541
HOUSTON	5402 NORTH CINCINNATI	425-5508
LINDSEY	2740 EAST 41 ST. NO.	425-1304
PENN	2138 EAST 98 ST. NO.	425-1378
POST	5424 NORTH MADISON	425-1329

WHAT IS A TEACHER AIDE?

A TEACHER AIDE IS A PERSON WHO IS WILLING TO...

- (1) HELP IMPROVE CLASSROOM INSTRUCTION BY PROVIDING INDIVIDUAL HELP TO STUDENTS UNDER THE SUPERVISION OF THE TEACHER.
- (2) BECOME A LINK BETWEEN THE SCHOOL AND THE COMMUNITY BY HAVING DIRECT CONTACT WITH THE STUDENTS, TEACHERS AND OTHER SCHOOL EMPLOYERS.
- (3) ENRICH INSTRUCTION BY SHARING TIME AND TALENT.
- (4) HELP MAKE McLAIN HIGH SCHOOL AND ITS FEEDER SCHOOLS MORE EFFECTIVE BY GETTING INVOLVED.



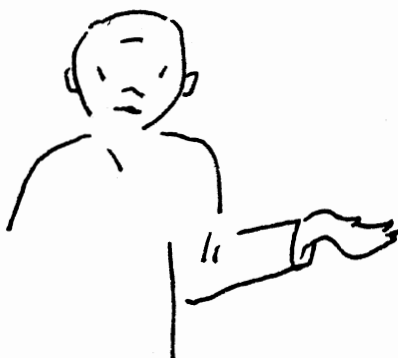


WHAT QUALITIES ARE IMPORTANT FOR VOLUNTEER AIDES?

THE QUALITIES THAT ARE DESIRABLE IN A VOLUNTEER TEACHER AIDE ARE:

- PATIENCE AND TOLERANCE
- RESTRAINT IN THE USE OF CRUDE AND ABUSIVE LANGUAGE
- WILLINGNESS TO ACCEPT RESPONSIBILITY
- FONDNESS FOR CHILDREN
- FRIENDLINESS
- COOPERATIVENESS
- ABILITY TO WORK WITH A SUPERVISING TEACHER
- RESPECT FOR INDIVIDUAL DIFFERENCES AND PERSONAL WORTH

WHAT ARE THE EDUCATIONAL REQUIREMENTS FOR THE
VOLUNTEER TEACHER AIDE?



THERE ARE NO SPECIFIC EDUCATIONAL REQUIREMENTS. YOU WILL BE ASKED TO STATE THE AMOUNT OF FORMAL EDUCATION YOU HAVE, YOUR WORK EXPERIENCES, AND ANY SPECIAL SKILLS OR TALENTS WHICH MIGHT BE OF HELP IN DETERMINING YOUR PLACEMENT.

WHAT ARE THE GOALS OF THE VOLUNTEER TEACHER
AIDE PROGRAM?

THE MAIN GOAL OF THE PROGRAM IS TO HELP TEACHERS PROVIDE BETTER, MORE MEANINGFUL, AND WORTHWHILE EDUCATIONAL OPPORTUNITIES FOR THE STUDENTS ENTRUSTED IN THEIR CARE. A SECOND GOAL IS TO PROVIDE MORE CHILD-ADULT CONTACT BY BRINGING THE ADULTS OF THE COMMUNITY INTO THE SCHOOL.

HOW DO I START?

YOU START BY:

- MEETING WITH THE FACULTY AND STAFF IN ASSIGNED BUILDING
- TAKING A TOUR OF THE FACILITIES
- MEETING WITH THE VOLUNTEER AIDE CO-ORDINATOR WHO WILL EX-
PLAIN THE SCHOOL POLICIES, RULES, AND REGULATIONS
- VISITING WITH SUPERVISING TEACHER WHO WILL ACQUAINT YOU WITH
THE TASK YOU WILL BE EXPECTED TO PERFORM

WHAT IF I NEED SPECIAL TRAINING?

THE VOLUNTEER AIDE CO-ORDINATOR WILL BE RESPONSIBLE FOR TRAINING
YOU IN THE USE OF:

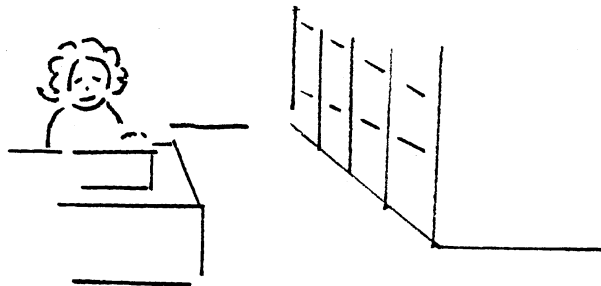
- AUDIO-VISUAL EQUIPMENT
- TUTORING TECHNIQUES
- OFFICE MACHINES AND FILING
- OTHER SKILLS THAT WILL BE NEEDED



WHAT KINDS OF TASKS WILL I PERFORM?

THE VOLUNTEER TEACHER AIDE MAY...

- ARRANGE MATERIALS IN READINESS FOR CLASS INSTRUCTION
- SUPERVISE INDOOR GAMES
- SUPERVISE CLEAN-UP TIME AFTER AN ACTIVITY
- OPERATE AUDIO-VISUAL EQUIPMENT
- TAKE ROLL
- RECORD ATTENDANCE
- ASSIST IN SUPERVISING THE SEAT WORK OF THE STUDENTS
- LISTEN TO STUDENTS READ
- WORK WITH INDIVIDUALS ON SPELLING ASSIGNMENTS
- HELP RECENT ABSENTEES WITH MAKE-UP WORK
- PERFORM OTHER SIMILAR TASKS WHICH THE SUPERVISING
TEACHER MAY ASSIGN



WHAT ARE SOME OF THE ENRICHMENT TYPE SERVICES WHICH
A VOLUNTEER TEACHER AIDE MIGHT PERFORM?

THIS TYPE OF SERVICE IS PROVIDED BY INTERESTED INDIVIDUALS WHO MAY OR MAY NOT BE ABLE TO GIVE OF THEIR TIME ON A REGULAR BASIS. THEY MAY VOLUNTEER THEIR SERVICE BY:

- SPEAKING TO CLASSES ABOUT THEIR EXPERIENCES
- SHARING HOBBIES WITH STUDENTS
- SHARING SLIDES OF TRAVELS
- ASSISTING IN RECRUITMENT OF ADDITIONAL VOLUNTEERS

IS THE TEACHER THE ONLY PERSON I WILL ASSIST?

NO, THERE WILL BE SOME TASKS THAT WILL INVOLVE WORKING WITH THE PRINCIPAL OR DEAN SUCH AS:

- ASSISTING IN SUPERVISING THE LOADING AND UNLOADING OF
BUSES
- SUPERVISING CROSSWALKS
- ASSISTING IN SUPERVISING AND PLANNING FIELD TRIPS
- ASSISTING IN SUPERVISING HALLWAYS AND LUNCHROOMS
- ASSISTING IN SPECIAL PROJECTS SUCH AS SCHOOL PLAYS
OR EXHIBITS
- PLAYING THE PIANO FOR SPECIAL EVENTS
- CHAPERONING SCHOOL SPONSORED EVENTS

HOW DOES A TYPICAL WEEK GO?

A TYPICAL WEEK MAY GO AS FOLLOWS:

DAY I - IV

- CHECK INTO THE SCHOOL WITH THE VOLUNTEER COORDINATOR
- REPORT TO THE SUPERVISING TEACHER
- COMMIT TO VOLUNTEER FOR SPECIFIC TASK AT A SPECIFIC TIME
- BE AVAILABLE ON TIME AND COMPLETE TASK
- REPORT PROGRESS BACK TO TEACHER
- CHECK OUT OF SCHOOL WITH COORDINATOR

DAY V

- CHECK IN WITH COORDINATOR
- CONTACT SUPERVISING TEACHER FOR NEXT WEEK'S DUTIES
- LOCATE MATERIALS WHICH WILL BE NEEDED NEXT WEEK, ESPECIALLY
MATERIALS TO BE COLLECTED, BOUGHT, OR REQUESTED FROM
CENTRAL OFFICE
- CHECK OUT OF SCHOOL WITH COORDINATOR

WHAT IS INVOLVED IN THE AFTER SCHOOL TUTORING?

THIS TYPE OF SERVICE IS PERFORMED BY THE VOLUNTEER AIDES THAT ARE QUALIFIED IN ONE OR MORE SUBJECT MATTER FIELDS AND MAY OR MAY NOT BE ABLE TO GIVE OF THEIR TIME DURING THE REGULAR SCHOOL DAY. THE PURPOSE OF THIS TYPE OF SERVICE IS TO GIVE THE STUDENT ADDITIONAL ASSISTANCE IN CERTAIN SUBJECT MATTER AREAS AS PRESCRIBED BY THE CLASSROOM TEACHER. THIS TYPE OF SERVICE MAY TAKE PLACE IN THE NIGHT DURING THE COMMUNITY SCHOOL SESSIONS AT MONROE JUNIOR HIGH SCHOOL. THE ARRANGEMENTS MAY BE WORKED OUT WITH THE VOLUNTEER COORDINATOR AND THE TEACHER.



WHAT DO I DO WHEN I FINISH MY TERM?

AT THE END OF YOUR VOLUNTEER TERM YOU WILL BE EXPECTED TO GIVE THE FOLLOWING INFORMATION:

- HOW MANY HOURS DID YOU SERVE?
- WHAT PART OF THE PROGRAM IMPRESSED YOU THE MOST?
- WHAT IMPRESSED YOU THE LEAST?
- IF YOU HAD THE OPPORTUNITY TO IMPROVE THE PROGRAM, HOW WOULD YOU DO SO?
- IF CHANGES COULD NOT BE MADE AT THIS TIME, SHOULD THE PROGRAM BE CONTINUED ON THE SAME BASIS THAT IT IS PRESENTLY BEING RUN? SHOULD IT BE DISCONTINUED?
- WOULD YOU BE WILLING TO SERVE AS A VOLUNTEER AIDE IN THE FUTURE?
- WOULD YOU BE WILLING TO HELP TRAIN NEW VOLUNTEERS?
- WOULD YOU BE WILLING TO SERVE ON A SCHOOL/COMMUNITY COMMITTEE?

APPENDIX B

COVER LETTER AND SURVEY SHEET

August 20, 1982

To Whom It May Concern:

Enclosed is a survey designed to locate people who are willing to identify themselves as people who are concerned about the schools in this area.

If you are willing to help assist a child who needs special attention, please fill out this survey before October 1, and return it in the stamped, self-addressed envelope.

Thank you for your cooperation with this survey.

Sincerely yours,

Ruth Tibbs

Survey Sheet

Name (Miss, Mrs., Mr.) _____ Phone _____

Address _____
Street City State Zip

Age: Under 20 _____ 21-40 _____ 41-60 _____ Over 60 _____

Children attending public schools: Yes _____ No _____ School _____

Education: High School _____ College _____ Degree _____

Special Training: _____

Foreign Language: _____ Speak: _____ Write: _____

Health: Any physical limitations? Yes _____ No _____

Car? Yes _____ No _____ Teaching experience? Yes _____ No _____

Would you be willing to assist a teacher in helping your child or some other child to learn? Yes _____ No _____. I would be willing to assist a teacher in helping my child or some other child to learn if I were trained to perform the task. Yes _____ No _____

Do you prefer working with individual children? _____ Or children in groups? _____ What grade level would you prefer working with?
Kindergarten _____ Elementary School _____ Middle School _____ Junior High _____ Senior High _____

In what area would you be willing to volunteer some of your time to help as an aide?

General Classroom Assistant _____ Kindergarten _____ Storytelling _____
Math Tutor _____ Reading Tutor _____ Library/Media Center _____
Special Education _____ Skills Program _____ Music _____ Art _____
Gifted Program _____ Great Books _____ Physical Education _____
School Clinic _____ Clerical _____

SCHOOL PREFERRED: McLain _____ Greeley _____
Monroe _____ Houston _____
Gilcrease _____ Lindsey _____
Alcott _____ Penn _____
Cherokee _____ Post _____

TIME PREFERRED: During regular school hours _____
After school _____
Saturdays _____

THANKS FOR YOUR COOPERATION!

APPENDIX C

VOLUNTEER TEACHER AIDE EVALUATION FORMS

VOLUNTEER TEACHER AIDE EVALUATION FORM
BY THE SUPERVISING TEACHER

Volunteer's Name _____

School _____ Teacher _____

1. Have you used the services of a volunteer teacher aide this year?

Regularly ____ Occasionally ____ Never ____

2. Would you like to have a volunteer teacher aide assigned to you next year?

Regularly ____ Occasionally ____ Never ____

3. Were you able to establish a good rapport with the aide?

Yes ____ No ____ Explain: _____

4. Was the aide able to establish a good rapport with the students?

Yes ____ No ____ Explain: _____

5. Do you feel that the climate for learning has been improved by the volunteer teacher aide's service?

Yes ____ No ____ How? _____

6. Has there been evidence of change in your students as a result of the volunteer teacher aide's service?

Yes ____ No ____ What kinds of changes? _____

7. Has the volunteer teacher aide shown initiative helping in the classroom?

Yes ____ No ____ How? _____

8. Do you feel the volunteer teacher aide has been given adequate orientation and training before assignment?
Yes ____ No ____ Comments: _____

9. Has the on-the-job training of the volunteer teacher aide proved satisfactory?
Yes ____ No ____ Comments: _____

10. In what areas was the volunteer teacher aide most helpful?

11. In what areas was the volunteer teacher aide least helpful?

12. What skills or techniques of the volunteer teacher aide were most helpful in her work?

13. What additional skills or techniques do you think she needs?

14. What suggestions do you have to improve the training or efficiency of the volunteer teacher aide?

15. Should the volunteer teacher aide be encouraged to continue in the program?
Yes ____ No ____ Why? _____
16. Additional comments: _____

VOLUNTEER TEACHER AIDE PROGRAM EVALUATION FORM
BY THE BUILDING PRINCIPAL

Principal _____ School _____

1. Would you like to have the volunteer teacher aide program continued at your school next year? Yes ____ No ____
2. What kinds of services would you like to have the volunteer teacher aides provide?

3. What has been the general reaction of the staff to the program this year?

Good ____ Fair ____ Poor ____
4. Have the volunteer teacher aides established sound working relationships with the staff?

Yes ____ No ____ Comments: _____

5. Has the volunteer teacher aide service appreciably relieved your staff of non-professional tasks?

Yes ____ No ____ Comments: _____

6. What additional skills or techniques do you feel the volunteer teacher aides need?

7. Has the on-the-job supervision of the volunteer teacher aides been satisfactory?

Yes ____ No ____ Comments: _____

8. Additional comments: _____

VOLUNTEER TEACHER AIDE EVALUATION FORM

BY STUDENTS

Please check the appropriate space:

I am a: Youngster ____ Teenager ____

Name of this class/activity: _____

1. Did you enjoy this class/activity? Yes ____ No ____
2. Did you find the teacher aide helpful? Yes ____ No ____
3. How were the equipment and materials used in your class/
activity?
____ Satisfactory
____ Not enough
____ Poor condition
____ Not always available when needed
____ Other (specify): _____
4. How would you rate the teacher aide at this class/activity?
Excellent ____ Good ____ Fair ____ Poor ____
5. Do you feel the teacher aide is a help to you?
Yes ____ No ____ Not sure ____

2
VITA

Ruth Ellyn Tibbs

Candidate for the Degree of
Doctor of Education

Thesis: A MODEL TEACHER AIDE PROGRAM FOR McLAIN HIGH SCHOOL AND ITS
FEEDER SCHOOLS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Bristow, Oklahoma, July 18, 1937, the
daughter of Rev. and Mrs. D. C. Cooksey, Jr. Mother of
three children: John, Philippa, and William.

Education: Graduated from Muskogee High School, Muskogee, Okla-
homa, in 1953; received Bachelor of Arts degree from Fisk
University in 1957; received Master of Teaching Arts degree
from University of Tulsa in 1970; completed requirements for
the Doctor of Education degree at Oklahoma State University
in May, 1983.

Professional Experience: Teacher of English and Journalism in
the Tulsa Public Schools, 1962 to present; Graduate Assis-
tant in the College of Education, Oklahoma State University,
summer, 1982.

Professional Organizations: National Education Association,
Oklahoma Education Association, Tulsa Classroom Teachers
Association, and Phi Delta Kappa.