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TAP, The Teacher Aide Program: A Role Sensitivity Approach to Training Aides for Classroom Work with Children in Elementary Schools.

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This booklet describes the Washington, D.C., Teacher Aide Program (TAP), a project designed to develop methods of training nonprofessionals to work with teachers in schools attended by children of low-income families. Chapters include (1) a descriptive overview of the program with notes on its background and the staff; (2) discussion of the recruitment and selection, background and personal qualifications, assignments, and specific duties of the 80 teacher aides and four field coordinators; (3) description of the four-phase organization and the content (in language arts, art, music, dramatics, recreation, mathematics, science, classroom skills, and accident prevention and first aid) of the training program conducted by the Washington School of Psychiatry, (4) discussion of the program's focus on the aide's role as a second adult in the classroom through a preservice training course in child development and behavior, supplemented by inservice seminars and conferences, and a continuous program of training in interpersonal relations for development of self-awareness and of effective relationships with parents and teachers; (5) description of the evaluation procedures employed and the results of the evaluation; and (6) conclusions regarding the program's effectiveness. Appended are the program proposal, questionnaires and tabulations, reports of inservice seminars, and the advisory committee's job description of the teacher aide. (JS)

TAP
THE TEACHER AIDE PROGRAM

A role sensitivity approach to training aides for classroom work with children in elementary schools.

A Project of the
Model School Division of the Public Schools
of the District of Columbia

Conducted by the
Washington School of Psychiatry

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

Revised August, 1967

Preface

March 2, 1967

The problems of education in inner-city schools extend far beyond outmoded school buildings, understaffed faculties, and overcrowded classrooms. Day after day our teachers confront the face of poverty. The child who lacks a comfortable or stable home environment, the child who lacks an adequate breakfast and suitable clothing, the child whose world is circumscribed by his own neighborhood, needs more than "schooling" in the traditional sense. This child carries to school with him a very special need for individualized personal attention and recognition. His need to develop a positive self-image and a healthy approach to life is as strong as his need for education.

Few dispute this need. Yet it is unrealistic to ask our teachers to serve in this capacity in addition to providing a modern program of instruction for thirty or more children. What is needed is a second adult carefully selected and trained for this role. The Teacher Aide Program was developed to meet this need for a special person in the child's school life. And the TAP story, described in this report, clearly demonstrates the immediate and very real benefits to be derived by children under such a program. Furthermore, in opening up this new school career to parents and other members of the community, we begin to reach into the homes and families where the education process begins.

No less important, perhaps, are the direct benefits of trained teacher aides to the teachers. With the promise of relief from the multitudes of non-professional tasks which have traditionally drained too much of their teaching time and energy, teachers can now begin to concentrate their abilities on the professional role for which they have been specifically prepared. It seems reasonable to assume that as trained teacher aides become institutionalized in our schools, more able people will be attracted into teaching and fewer will leave. Thus the impact of the new teacher aide career may be far reaching indeed. It is a development which demands the attention of all concerned with the excellence of public education.

NORMAN W. NICKENS
Assistant Superintendent
Model School Division

March 2, 1967

From time to time society allows or requires the formation of new employment careers. Some prove to be artificial and unworkable, and these eventually disappear. Others reach explicit definition and, since they derive from natural needs, become an integral part of the work world.

In all likelihood, the position of "teacher aide" is of the latter variety. Few will dispute that the teacher's job of effectively supervising and teaching all of 30 or more children in a classroom is seldom fulfilled. Various methods of "freeing the teacher to teach" are being developed and tested. Providing teachers with well trained aides should become one of the more useful methods.

To permit optimal development of an aide's helpfulness to the children, the teacher and the school, requires skillful and thoughtful collaboration. Sharp awareness of the roles, of the personalities, and of the systems involved are important to the creative incorporation of the aide in the classroom and the school.

In order to augment TAP's emphasis on the interpersonal aspects of the teacher aide's role, the Institute for Educational Services of the Washington School of Psychiatry was invited to participate in the training program described here. It has been gratifying to notice that when the aide, the teacher, and the principal join forces to make the aide an effective and sensitive member of the teaching team, a wide variety of constructive and rather inventive new services became available to the children. Needs could be met that previously had to go unnoticed or unanswered. For some of the children this meant turning toward rather than away from the school and from education. Training which enhances an aide's ability to help in this process deserves the attention and support of all who are concerned with education.

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Chapter I

THE TEACHER AIDE PROGRAM

The Background of TAP

The Teacher Aide Program (TAP) of the Model School Division of the District of Columbia Public School System came into being as a direct beneficiary of Title I of the Elementary and Secondary Education Act of 1965. This Act made federal funds available for special educational programs in schools located in areas with a heavy concentration of low-income families. The intent of the Act was to expand and strengthen education for children of poverty.

Some time before passage of this legislation, the District of Columbia public school system had launched its own experiment to improve education in the economically deprived areas of the city. Acting on the recommendation of the Panel on Educational Research and Development under the auspices of the President's Science Advisory Committee, the Superintendent of Schools, Dr. Carl F. Hansen, recommended that a model subsystem be created to operate independently within the D. C. school system. The Board of Education approved the proposal on June 17, 1964, and the Model School Division was established.

The Model Division was defined as an "experimental area for the improvement of instruction with emphasis focused on the disadvantaged pupil." [1] It was planned to use the area designated for inclusion in the Division for special educational-treatment and other action programs. Funds were made available for programs which would constitute an "across-the-board experiment — curriculum development, utilization of teachers, the management of the system itself—with provision for rapid exploitation of new opportunities." [2]

The section of the city selected for the Model School experiment was the Cardozo Area—so called because it contains the Cardozo High School,

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[1] Letter to the District of Columbia Board of Education from Dr. Carl F. Hansen, September 22, 1965.

[2] Letter to the District of Columbia Board of Education, from Dr. Carl F. Hansen, June 11, 1964.

which serves all the families in the community. The Model School Division also includes a vocational school, three junior-high schools, and 14 elementary schools. At the time TAP was launched, eight of these elementary schools qualified for Title I—funded programs on the basis of the very high percentage of pupils classified as poor. Two more elementary schools have since been declared eligible.

The Cardozo Area is a low-income, largely Negro residential enclave in northwest Washington. To a casual visitor, it appears somewhat more attractive than other inner city slums because there is little heavy industry and because housing most commonly consists of small, single-family attached dwellings rather than the rundown tenements that generally characterize urban ghettos. However, within these seemingly ample single-family units crowd large families—often representing two or three generations, and sometimes four. It is not uncommon for two or three families to share a single unit. According to the 1960 Census figures, of the 19,102 families who live in the Cardozo Area, 5,553 (29%) earn less than $3,000 per year. (The federally established "poverty line" for a family of four is $3,100.)

The rates of crime and unemployment in the Cardozo Area are among the highest in the District. The schools serving the area are inadequate, outmoded, and overcrowded. Many of the children are low achievers at school and are held back for one or two years while still at the elementary level.

It is readily apparent why the Cardozo Area was selected for the Model School experiment and, among others in the District, for federal support under Title I of the Elementary and Secondary Education Act.

The Teacher Aide Program

One aspect of this experiment was the Teacher Aide Program designed to train non-professionals to work with disadvantaged children in the classroom. TAP was operated by the Model School Division from February through June 1966 with funds made available through Title I of the Elementary and Secondary Education Act of 1965.

In May 1965, the District of Columbia Education Association (DCEA) sent to all teachers and administrators in the District a digest of the Elementary and Secondary Education Act of 1965, together with a list of 41 suggested purposes for which money obtained under this Act might be used. The covering letter read in part as follows:

"Before any city-wide plans to use these additional funds are made, DCEA feels it is of the utmost importance that needs as seen by classroom teachers be made known. Teachers *must* be involved in the over-all planning. Read carefully, therefore, the very brief digest of the Act which follows. DCEA wants to know what you need to do your best for your pupils. Remember that *funds provided by this Act must be used to establish, expand, and improve educational programs; they may not be used to supplant funds available for present programs.* This is your opportunity to state *your* needs." [1]

Considering the fact that teachers received these materials at the busiest time of the school year, the response was very good. A total of 2428 check lists was returned, including 1666 from elementary teachers and 35 from elementary-school principals.

The item receiving the most votes for first place (1802) was "aides and clerks for teachers." This item was chosen for either first or second place by every respondent group. The fact that it was ranked as the greatest need by both elementary teachers and elementary-school principals is particularly interesting, since of the 10 items deemed most important by the teachers, none of the others was ranked in the top 10 by the principals.

The fact, that the need for aides was strongly felt and widely acknowledged by both teachers and administrators surely contributed to the decision by the Model School Division to sponsor a program to make trained aides available to teachers in the schools.

The TAP Proposal submitted to the Board of Education pointed out: "Teachers who are overburdened with the extraordinary range of tasks demanded of them are not in a position to meet the many instructional and developmental needs of large classes of deprived children. It is therefore essential to offer these teachers some help, so as to free them to use the talents and insights they possess. . . . If the children have the chance to relate to more than one adult in a classroom, and if they have available to them the attentions of more than one adult, it stands to reason that they will receive more highly individualized instruction." [3]

Thus the main purpose of TAP was to develop effective methods of training teacher aides to work with elementary teachers in schools attended by children of low-income families. It was anticipated that the

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[1] "How should the schools spend the money provided by the Elementary and Secondary Act of 1965?", a report made by Miss Helen E. Samuel for the District of Columbia Education Association in May, 1965.

[3] Title I Model School Proposal—Teacher Assistance Program—TAP, January, 1966. See Appendix I.

use of trained teacher aides would enable teachers in these overcrowded classrooms to give the children more individualized instruction and, further, that the aides themselves would help to meet the children's need for more personal attention.

Many other communities share the educational problems of the Cardozo Area and have experimented with a variety of solutions, including the use of volunteer teacher-helpers recruited from the parent population, the community at large, or groups of older students. The most recent practice is the use of paid classroom aides. Commonly, aides are hired by a central school administrative office and assigned with little or no training to schools or classrooms. With no preparation and only a vague and general understanding of what they have been hired to do, they can become a burden to the teachers to whom they have been assigned rather than a source of help.

The concept of a formal training program for teacher aides was an innovation to the D.C. schools and represents a promising departure for the field of public education. With the introduction of a training program, the teacher aide moves from the category of untrained employee into a new, para-professional career.

The Training Program

The training program that evolved, under the over-all supervision of Norman W. Nickens, Assistant Superintendent in charge of the Model School Division, enrolled 80 teacher-aide candidates in four groups of 20 members each. Training was given in four phases: A week of preplacement classes constituted the major training experience for the aides. After the aides had begun working in the schools, each group continued to meet for a weekly seminar. Members of the training staff were also available at the schools for periodic conferences with individual aides. And special training classes and field trips were conducted during the Easter vacation week.

The program was especially tailored to meet the needs of the eight elementary schools which had been officially designated as "low income." Preplacement training was conducted by four subject specialists, each retained on a half-time basis for the duration of the program. Each specialist was responsible for developing and presenting an appropriate "course of study" in his specialty. The subject fields represented by this staff included language arts, art, music and classroom skills, and child behavior and development. In addition to the regular training staff, two training consultants conducted one or two seminars with each group of aides after they had completed the preservice week of training. Mathe-

matics and first aid were added to the curriculum in this manner. An educational consultant was also brought in from time to time to work with members of the training staff individually and as a group; however, there was no regular curriculum coordinator to develop and direct the content of training as a whole.

The specialists endeavored to provide the aides with a wide variety of skills that would be of immediate practical assistance to a classroom teacher. However, the major emphasis of the training program was on helping each aide to develop an understanding of the ways in which he could become a "new member of the school family"—another, special person in the child's school life who knows him, likes and respects him, and honestly cares about him. In order to achieve this purpose, a full-time social worker was engaged to conduct a kind of "sensitivity training" to help the aides to arrive at insights concerning their personal frames of reference, motivations, and prejudices. The assumption was the self-awareness in these areas would add immeasurably to the aides' effectiveness in meeting children's needs for individual attention and in relating to teachers and parents as well.

The Model School Division selected as the training agency for TAP the Washington School of Psychiatry, a non-profit institution broadly engaged in postgraduate teaching in mental health and related fields. The Washington School assumed responsibility for the planning and development of all aspects of teacher-aide training. The training program was under the over-all direction of the TAP program director from the Model School Division.

The Teacher Aides

From a total of 500 applicants, 95 men and women were employed as teacher aides under TAP and were classified as General Schedule (GS) employees of the District of Columbia public schools. Their term of employment was five months—"not to exceed June 30th." The aides included both part-time (20 hours per week) and full-time employees (8-4:30) at an annual salary rate ranging from GS-2 ($3,814) to GS-4 ($4,641), depending on their educational background.

Eighty persons participated in the training program and were assigned as elementary-school aides. The other fifteen worked as aides at the junior-high level without training. Since this report deals with the experience of the aide training program as it operated in the elementary schools, the aides referred to hereafter are the 80 who received the special training (unless otherwise noted).

Applicants were selected for the program primarily on the basis of maturity, warmth of personality, and apparent ability, interest, and experience in working with children. Preference was given to applicants whose background was similar to that of the pupils. However, the aides as a group were somewhat better off than the children and their families. For example, although education was not intended to be a decisive criterion, all but six of the aides were high-school graduates, and more than half of them had attended college for at least one year.

The aides performed a wide variety of jobs in the classroom, ranging from simple clerical and housekeeping tasks to semi-instructional activities. Each teacher used her aide according to her own individual needs, her interpretation of the role of teacher aides, and her judgment of the aide's ability. However, all the aides who worked under TAP received the same training.

The TAP Staff

The TAP staff included administrative, supervisory, training, and research personnel.

The *program director* of TAP was brought into the Model School Division on February 1, two weeks before the first training class was scheduled to begin. She recruited the training staff, participated in the planning of the training curriculum, coordinated the activities of the program with the standards and regulations of both the Washington School of Psychiatry and the Board of Education, conferred with principals and teachers, and supervised all administrative problems.

A *personnel coordinator* from the Model School Division was placed in charge of the recruitment, interviewing, and hiring of aides. It was originally anticipated that this would be a temporary position, lasting only until the final group of aides was hired. However, it soon became apparent that the many uncertainties created by the sudden introduction of a large number of newly classified employees into the school system would require full-time attention for the entire span of the program. In addition to handling the various personnel problems of all the elementary teacher aides, the personnel coordinator, whose own experience had included high-school teaching, took responsibility for personal follow-through of the 15 aides employed by TAP who were placed in the secondary schools without prior training.

As has been mentioned, the TAP staff included four regular *training specialists* and two *training consultants.*

From among the applicants for the position of teacher aide, four of the most promising were hired as *field coordinators.* Each coordinator assumed responsibility for one group of 20 aides, both during training and after placement. As administrative assistants, the coordinators were responsible for the details of each aide's work schedule, attendance, and other personnel matters. As training assistants, they scheduled the weekly seminars and individual conferences of aides with staff members. Most important, the coordinators worked directly with aides, teachers, and principals to improve the effectiveness of the aides and the over-all smooth operation of the program generally.

It has been noted that a full-time *social worker* was employed as a member of the training staff and that she was responsible for developing a program in training in the area of role sensitivity. Once the aides were at work in the schools under the immediate supervision of TAP field coordinators, it became the social worker's further responsibility to train and supervise the coordinators as they dealt with problems and questions that arose during the aides' adjustment period. On occasion the social worker used her professional training directly, counseling aides during periods of difficulty. The social worker became, in effect, the field supervisor of the TAP program. Working with the staff social worker on an active consultant basis was a *psychiatric social worker* from the faculty of the Washington School of Psychiatry.

The research staff consisted of a *research associate* of the Washington School of Psychiatry, who was employed to conduct a formal evaluation of the outcomes of the training program, with the help of a part-time *research assistant.* A full-time *recorder* was hired to keep complete records of all training classes, staff meetings, seminars, and teachers' meetings.

The office staff consisted of a part-time *administrative assistant* and a *secretary.*

Evaluation Procedures

In order to obtain a broad indication of how the aides' time on the job was allotted among various categories of responsibility, each aide was asked to keep a diary or time log. In order to compare the expressed reactions of teachers and aides to various educational concepts, semantic-differential instruments were prepared for the teachers and the aides. In order to ascertain teacher reactions to the effectiveness of the aides and the training program, a questionnaire was appended to the semantic-differential for teachers. In addition, the reactions of teachers and principals were elicited in periodic meetings with the director and other TAP staff.

Chapter II

THE TEACHER AIDES AND THE COORDINATORS

The Aides

Recruitment and Selection

The United Planning Organization, Washington's local Community Action Agency, contributed recruiting offices at its neighborhood center serving the Cardozo area.

Recruitment and interviewing of teacher-aide candidates began late in January, three weeks before the training program was scheduled to begin. There were no restrictions on background qualifications for TAP aides, such as are specified for aide programs funded directly by O.E.O. (aides must be indigenous to the low-income areas they serve). It was regarded however, as desirable to give preference in choosing aides to applicants from a socioeconomic background similar to that of the children they were to help. Approximately 500 applications — many more than had been expected — were received in the six weeks that elapsed before the final (fourth) group of aides was hired. Some applicants responded to a brief news item in the *Washington Post* which described the new teacher-aide program and listed a telephone number to call for further information. Others were referred directly by the principals of the participating schools. This group represented for the most part local parents whom the principals knew personally and had recommended for teacher-aide positions in their schools. But the large majority of applicants heard about the program by word of mouth. Most lived in or near the Cardozo Area and had been actively seeking employment. The word got around — "They're hiring teacher aides at 10th and U."

Most of the TAP applicants had some preconceived ideas about the nature of a teacher aide's job. Many had friends who had worked as untrained teacher aides outside the Model School Division. However, the concept of a training program for teacher aides was new to the

applicants. Very few of them understood what they were getting into when they applied for TAP.

After filling in the application form, each candidate was interviewed by the personnel coordinator or an assistant. Special care was taken to explain the training feature of the program, its purposes and functions. In the personal interview, particular attention was given to assessing the candidate's maturity, personality, apparent ability, and special interest in children backed up by some type of formal or informal experience. Educational background was noted but not considered as primary in importance in the hiring decision.

Funds had been appropriated to hire 70 full-time teacher aides or the equivalent in part-time aides. The original plan was to employ 140 part-time aides, on the assumption, first, that most teachers who wanted an aide would prefer not to have one in the classroom with them all day long; and, second, that most qualified applicants would be women, with family or other commitments which would prohibit their full-time employment. In fact, one of the stated purposes of TAP was to open up part-time jobs for women. Nevertheless, most of those who applied did so in the belief that TAP offered full-time positions. This misunderstanding was shared by the principals, whose recommendations for the use of aides were made in the assumption that aides would work full-time. Two of the seven principals, in fact, expressed a strong preference for only full-time aides. As a result, full-time positions were offered to a substantial number of aide applicants. The 95 applicants finally accepted for TAP included 45 full-time aides and 50 part-time aides. Of the latter group, approximately half really wanted full-time work. Problems that arose out of this situation accounted for much of the personnel coordinator's time later in the program. Five of the 50 part-time aides found it necessary to resign from the program in order to take full-time jobs. It was possible to transfer 14 others to full-time status before the end of the term.

The 95 aides were hired at the rate of approximately 20 per week. The first four groups participated in the training program for elementary-school teacher aides. The fifth group, consisting of 15 persons, was assigned to the secondary schools without training.

Background and Personal Qualifications

This report deals exclusively with the experience of the 80 people selected to participate in the TAP training program for elementary-school aides.

In age the group ranged from 18 to 60 years old. The median age was 33. Only ten of the aides were male. Nineteen had never been married; 54 were married and living with spouse; six were separated; and one was widowed. The number of children ranged from one to eight, with a median of three. (One in five aides had four or more children.)

All 80 aides had had at least some high school, but six had not been graduated. There were 42 who had attended college, of whom 12 had attained a degree. All but 10 of the aides reported previous work experience, principally as unskilled or domestic workers (25) or in clerical positions (19). There were, however, eight aides who had held professional jobs, as teachers or in related fields.

The occupational distribution was as follows:

Professional	8
Clerical	19
Skilled	17
Manual, unskilled, domestic	25
Never employed or student	10
Unknown	1

Of those aides who reported having had previous work experience, the great majority (52) had been employed within the preceding year:

Within one month of TAP	28
Within one year	24
Within two years	6
More than two years ago	12

All but seven of the aides were Negro. This racial distribution (91-92% Negro) happened to parallel that of the teachers in the participating schools. All seven principals, the four coordinators, and almost all of the children in the TAP schools were Negro. The TAP administrative and training staff were all white, however, except for the staff social worker and one of the training consultants.

Of the 80 aides who were assigned to training programs, eight were lost to TAP before the end of the term. It has been noted that five persons who were employed as part-time aides resigned in order to accept full-time jobs elsewhere. One aide resigned to accept a teaching job, one resigned for personal reasons, and one was dismissed for irregular attendance and consistent failure to notify the school when absent.

Approximately 80 percent of the aides had had some informal contact with children. These experiences included teaching Sunday school, Scout

work, coaching, supervising club activities, and baby-sitting. In each training group, there were three or four aides with previous work experience as teachers or assistants in a formal educational setting.

Table I presents demographic information for the 75 aides who completed the training program and were still working in the schools in May 1966.

TABLE I

Demographic Data on Teacher Aides

Age Range

Group I	19-57 years
Group II	18-58
Group III	20-60
Group IV	20-45

Over-all Median—33 years

Sex

	Male	Female
I	2	18
II	2	16
III	2	18
IV	1	16
Total	7	68

Marital Status

	Married	Single	Sep.	Widow
I	15	4	0	1
II	9	7	2	0
III	14	4	2	0
IV	14	3	0	0
Total	52	18	4	1

Residence—Section of Distr. of Columbia

	NW	NE	SW	SE	Outside D. C.
I	9	7	0	2	2
II	10	5	0	1	2
III	14	3	0	1	2
IV	9	5	1	2	0
Total	42	20	1	6	6

Education

	3hi	4hi	1col	2col	3col	4col
I	1	8	3	2	2	4
II	1	5	2	5	4	1
III	2	11	2	1	1	3
IV	0	8	2	1	3	3
Total	4	32	9	9	10	11

Median Number of Children

I	— 2
II	— 3
III	— 3
IV	— 2

Over-all Median—3

Profession of Husband

	Profes.	Skilled Labor	Unskill.	Unem.
I	5	4	1	1
II	2	7	0	0
III	3	10	1	0
IV	3	12	2	0
Tot.	13	34	4	1

These data suggest that the composite TAP aide was a married Negro woman in her early thirties with three children, a high-school diploma, recent working experience, and a husband employed in some non-professional capacity. Slightly more than half of the aides were residents of the general community. There were no statistically significant differences in respect to any of these characteristics among the four training groups or among individual aides on the basis of the teachers' rating of their performance.

Assignments

The number of aides assigned to each school varied according to the need expressed by the principal. The eight elementary schools which qualified for TAP programs included two (Scott Montgomery and Morse Schools) which functioned as a single unit for purposes of administration; therefore, only seven principals were involved. Four of these principals preferred to saturate—that is, to have an aide, either full time or part time, for every teacher in the school. On the other hand, the principal of one of the largest schools felt that she could absorb no more than eight aides, whether full or part time. The other two principals indicated that they would be pleased to accept as many aides as could be assigned to their schools.

It was decided, for the purpose of experimentation, that one school would be virtually saturated. Thus, Grimke School, with a teaching staff of 29, was assigned an entire group of 20 aides, including 17 who worked part time and 3 full time. The other three training groups were divided among the remaining seven schools. The initial distribution of aides was as follows:

		Number of Aides			*Total Number of*
	School	*Part-time*	*Full-time*	*Total*	*Teachers*
Group I	Grimke	17	3	20	29
Group II	Garrison	6	6	12	38
	Harrison	1	7	8	23
Group III	Scott Montg.	4	8	12	23
	Bundy	1	4	5	22
	Morse	0	3	3	10
Group IV	Cleveland	7	4	11	22
	Parkview	7	2	9	36
Total:		43	37	80	203

On the last day of the preservice training week the aides were given their individual classroom assignments. In each case the assignments

were made by the principal of the school to which the aide had been assigned. The social worker and the group's coordinator assisted by supplying appropriate information about each aide's interests, background, and personality. In most cases, aides were assigned only to teachers who requested their services. Some principals chose to assign each full-time aide to work with two teachers. Altogether, approximately 120 teachers participated in TAP.

Once on the job, the aides soon discovered that each elementary school had a distinct personality. The role that evolved for the teacher aides varied from school to school, depending on the pattern of organization established by the principals. Each principal had final authority over the activities of the aides assigned to his school and was ultimately responsible for the aides' conduct in the school. Although each aide was assigned at first to only one or two classroom teachers, some principals chose to have the aide perform the role of general school helper; in practice the aide was to report to his regular teacher if he were not needed elsewhere. This pattern was most common in schools where the aide-to-teacher ratio was relatively low. At the other extreme was the saturated school, in which every teacher was regularly assigned an aide for at least half of every day. In that school the aides worked exclusively in the classrooms to which they were assigned. The types of activities performed by the aides were much the same in every case; the primary difference was in the number of close and individual relationships they were able to establish with the children.

Since many of the teachers initially elected not to take a teacher aide, it can be said that almost every teacher who wanted an aide under the TAP program was assigned one for at least part of each day. However, it was not long before most of the early doubters had had a change of heart, which accounted for the increasing practice of "borrowing" or "pulling" aides. For the period of time that an aide was assigned to her classroom, the teacher was responsible for directing, assigning, and supervising the aide's work.

Specific Duties

The aides were told generally that their job would be to do "everything and anything" short of custodial work on the one hand and actual teaching on the other. It was understood, however, that each aide may be used differently depending on the particular needs of his teacher.

Early in the program, principals and teachers were asked to list areas in which they felt they could use assistance from teacher aides. A master

list was compiled from their reports and used as a guide during the training program.

I. *Clerical*
- grade papers (with teacher's key)
- take attendance
- keep roll book
- keep health records up to date
- assist in school office
- fill out library cards
- prepare seatwork

II. *Housekeeping*
- assist in preparation and clean-up for art and science lessons
- assist in training children in habits of neatness
- take care of interest centers: library table, bulletin boards, etc.
- maintain supplies and supervise their distribution and collection

III. *Outside Classroom*
- escort children to library and assist in selection and recording of books
- help plan and conduct trips
- assist on playground
- escort pupils to clinics when parents cannot take them
- procure audio-visual material, science equipment, reference materials, etc, from the school resources center
- escort children to lavatory, encouraging health habits and proper use of lavatory facilities

IV. *Classroom Activities* (semi-professional)
- supervise individual children or small groups who
  - are working on special projects
  - need reading assistance
  - need arithmetic assistance
  - are preparing a program
- give individual assistance in following instructions
- assist in development of special classes: art, music, social studies
- play games, both recreational and educational
- read stories to class
- make materials to aid fast and slow learners: number study cards, word cards, picture dictionaries, etc.
- work with pupils who have been absent

Of course, not all of the expectations of teachers and principals were presented in so formal a manner or were so easy to classify. Thus one principal said, in addressing a training group: "The [aide's] role is anything the child needs. . . . The aide may become the most important pair of hands and feet in the school. Another told the aides: "You are there to give moral and physical support. . . . Offer all you can . . . don't sit back . . . [Try] to teach them [children], in verbal and non-verbal ways, to relate to each other and the world generally—Be an emotional aid to children."

After all the aides had been in the classroom for at least two months, a time log was developed and used by the research consultant to obtain a broad indication of how the aides' time on the job was distributed among various responsibilities and assignments. Each aide was requested to fill out a time log for a specified three-day period, recording, at half-hour intervals, what he had been doing and what the teacher and children had been doing. Aides were asked to fill out the time logs anonymously in an attempt to minimize distortion in the self-reporting of on-the-job responsibilities. A sample time log is presented below.

The activities reported on the time logs were classified according to the categories enumerated above: clerical, housekeeping, outside classroom, and classroom. Tally marks for each category were summed, and percentages computed, with the following results:

On-the-Job Responsibilities of Aides

Clerical	25%
Housekeeping	25%
Outside Classroom	16%
Classroom Activities	32%
Unoccupied	1%

SAMPLE TIME LOG

Grade Level: 1st Date: April 26, 1966

Time	Aide	Children	Teacher
8:00- 8:30	Planned with teacher	Not in room	Planning work for the day
8:30- 9:00	Prepared seatwork	Getting ready for school	Conference with other first-grade teacher
9:00- 9:30	Took attendance Collected milk money Watched	Had Show and Tell	Put some work on board Show and Tell
9:30-10:00	Put up a bulletin board	Learned new sounds Did seatwork on new sounds	Taught whole group a phonics lesson
10:00-10:30	Worked on reading with two slow children	Read silently Read out loud Did some word work	Taught story from basic reader
10:30-11:00	Supervised play period	Played game of Fox and Geese and Farmer in the Dell	Made calls to plan a trip to the dairy
11:00-11:30	Observed art teacher Helped clean up	Made Kleenex flowers	Helped with art work Helped clean up
11:30-12:00	Took sick child to nurse's office	Number work (I'm not sure)	Number work (I'm not sure)
12:00-12:30	Lunch duty	Lunch	Lunch duty

According to the self-reports of the aides, approximately one third of their time, on the average, was devoted to classroom activities. Aides typically reported teaching a game, presenting spelling words, reading a story, tutoring a child, working with a small group on number facts, etc. The time logs indicate that many of the activities and materials suggested to the aides during the preservice training were actually used on the job.

About one fourth of the aides' time, on the average, was devoted to preparing mimeographed materials, grading papers, keeping records, and other tasks of a clerical nature. Housekeeping chores such as dusting, cleaning book shelves, straightening out an activity center, and taking

down a bulletin board claimed, on the average, one fourth of the aides' time. The predominant activities outside the classroom seemed to be escorting pupils to various places within the school setting, going on errands to the school office, and home visiting.

Slightly less than 1% of the aides' time was reported as unoccupied. It is apparent from the reported time allotments as well as from the descriptive phrases on the time logs that, after two months, most aides had found an important place in the classroom.

The data reported above were computed from the time logs of the entire group, which included both full- and part-time aides. When separate computations were made for each subgroup, the percentages reported were almost identical. It is apparent that aides perform the same duties in a school whether they are employed on a part-time or full-time basis.

This study demonstrates clearly the various kinds of assistance that the teachers in fact received from the TAP-trained aides and also indicates how the classroom teachers chose to use their aide's time. The study was not designed, however to measure the number of meaningful personal contacts between aides and individual children—the wink or smile communicated to a child while the aide takes attendance, the hand on shoulder and word of encouragement as a child works on a difficult assignment, the attentive ear for a child who has a story to tell after school. Throughout the school day, whatever the specific activity that engaged the aides' time, opportunity was always present for them to demonstrate the kind of sensitivity, to which special attention was devoted in the training program.

The Field Coordinators

Job Definition and Qualifications

The coordinator's role in the TAP program was originally conceived as a part-time position in each school, with the general function—only vaguely defined in the original proposal—of performing most of the administrative and supervisory duties which would otherwise have fallen to the already overworked principals. It was hoped that the coordinators would also play an active part in the in-service training program, even to the extent of assuming responsibility for determining from the teachers the particular needs of the aides in each school for further training, and planning appropriate seminar subjects and specialists to fill these requests. It was also anticipated that the coordinators would provide on-the-job professional supervision of the classroom performance of the aides in the areas in which they had received special training. Thus the coordinators

were to support the work of the training specialists through classroom observation and conferences with both teachers and aides. Finally the coordinators were expected to work directly and constructively with the teachers to strengthen the aide-teacher relationship.

It was expected that the coordinator positions would be filled by trained and experienced elementary-school teachers—probably women who had temporarily left the full-time job market because of family responsibilities, but who were interested in part-time work that would draw on their teaching experience. Former teachers, it was believed, could relate naturally to the teachers, identify with their problems, and win their confidence and cooperation.

In actual practice, the coordinator's job evolved into something quite different. In the short time available for personnel recruitment at the outset of the program, the director was unable to locate more than one person who both met all the original qualifications for the coordinator position and was interested in the job. Therefore, it was decided to modify the coordinator's role and requirements. The qualifications for the redefined position were college training, demonstrated leadership ability, teaching experience, and sensitivity to situations involving interpersonal relationships. Four coordinators were hired on a full-time basis, each to assume administrative responsibility for one training group of 20 aides. In addition to handling such administrative details as building assignments, attendance, and the seminar schedule, the coordinator was expected to keep a close check on each aide in his group to see that the aide-teacher relationship was working as smoothly as possible and to do whatever he could to resolve problems. The staff social worker's responsibility was expanded to meet the increased needs of the coordinators for professional leadership and guidance.

The four men and women selected as coordinators from among the 500 teacher-aide applicants brought with them the following qualifications:

Group I (one school): A certified teacher, female, with extensive experience in out-of-state secondary schools and recent experience as a substitute teacher in the D.C. elementary schools.

Group II (two schools): A male college student, pastor of a small local church, married to a teacher employed in one of the two schools to which his group was assigned and recommended for the coordinator position by the principal of that school.

Group III (three schools): A housewife and college graduate with one year of graduate study in social work.

Group IV (two schools): A male college graduate, a pastor of a church in the District, with one year's experience teaching in a rural Southern elementary school and recent experience as a substitute teacher in the D.C. elementary schools.

Training

Because each coordinator was assigned to a specific group of trainees, preservice training for the coordinators was conducted on an informal, individual basis. To some extent, the coordinator's duties during the aides' preservice training constituted training for the coordinator as well.

The coordinators were expected to use the aides' training week as a time for gathering pertinent information about the aides, individually and as a group. For example, they were asked to keep a record of attendance, noting consistent latecomers and unexcused absences.

Coordinators were expected to attend the aides' training classes and field trips whenever possible. Occasionally the coordinator had to be excused from a class or trip for consultation with the social worker about an emerging problem with an aide or for some other urgent matter. In acknowledgement of such circumstances, attendance was compulsory only for classes on child growth and development, the principals' talks, and the question periods and other sessions on interpersonal relationships. From observation during classes the coordinators were able to determine which of the aides were verbal and outgoing and which were quiet and perhaps insecure; whether any of the aides had unusual ability in art, music, or dramatics; whether any had a negative attitude about the job; who the group leaders were; what groups or pairs were forming; etc. These and similar observations were shared with the social worker and ultimately with the school principals when assignments were made.

At the end of the aides' preservice training week, the coordinator conferred with the social worker about the group's development during training and the progress of problems of individual aides. Although both participants offered opinions and ideas, this conference was especially useful in giving the social worker an opportunity to determine how well the coordinator knew his group and the dynamics operating within it, and to what extent the coordinator would approach problems aggressively.

After the fourth group of aides had completed its preservice training, weekly meetings for coordinators were scheduled and held at the Washington School of Psychiatry. The first half of each meeting was devoted

to the administrative aspects of the coordinators' job; the second half was used for group training by the social worker. The consultant psychiatric social worker who participated in the aides' training also attended and participated in the coordinators' meetings.

In four successive meetings, case material supplied by the coordinators with the help of the social worker was used as a teaching tool. During the discussions which followed the case presentation, the other coordinators tried to offer alternative approaches to the problem their colleague had described. After this series of presentations, the format was changed somewhat. Instead of having the entire session used for one case, each of the four coordinators came prepared to discuss a troublesome incident that had taken place in the previous week. The remaining sessions were used as "pot pourri" discussions.

The more intensive part of the coordinators' in-service training was conducted through weekly individual conferences with the social worker. Coordinators were also free to call on the social worker for unscheduled conferences. It was the coordinator's responsibility to plan how he was to use the social worker's skills.

At every conference, the coordinator and social worker discussed the aides' general adjustment and progress and followed up on the outcome of previously suggested approaches to problems. During some conference periods, the coordinator and social worker observed certain aides and discussed their job performance. The social worker then gave the coordinator suggestions to pass on to the aides for their improvement. When the attendance at seminars for one group dropped severely, the coordinator arranged three-way conferences involving the aides, the social worker, and himself. Through such sessions, the social worker became more familair with the underlying factors and was better equipped to advise the coordinator. When a coordinator was having frequent problems with a given aide, part of the conference was used to help him examine his feelings toward the aide and their relationship. When a coordinator felt that he was being "misused" by teachers or principal, as happened occasionally, a conference was held to explore ways in which he could define his role more clearly.

The coordinator's basic function was to serve as liaison between the aides and the teachers or principals. A continuous theme of training for coordinators was helping them to see how their attitudes and feelings affected their performance, as well as helping them to cope with problems as they arose.

Duties

During the preservice training week, as has been noted, the coordinator's chief function was to gather as much information as possible about the aides and put it into usable form for the social worker and school principals. In addition to the results of their own observation, the coordinators prepared charts from information supplied by the aides listing the number of hours a day each aide was available for work, and which hours he preferred; his preferred grade placement; his special interest, hobbies, talents, and skills; and his areas of weakness. The coordinators also elicited from the teachers participating in TAP information concerning the time an aide would be most useful to each teacher.

Toward the end of the training week, the coordinator met with his principal or principals to make the classroom assignments. At this time the coordinator shared all available information about the aides and the teachers' preference. For example, one of the aides had had more education than most others in his group and indicated a desire for more status on the job. After discussing his attitudes and potential, the coordinator and social worker agreed that this aide should be placed with an experienced, confident teacher who was willing to allow him some freedom of movement. This suggestion was made to the principal at the placement conference, and a successful assignment was made.

During the placement conference, the coordinators and principals also decided who would introduce the aides to the teachers, where and to whom the aides should report, where the aides were to hang their wraps, eat lunch, etc., where the coordinator could leave notices for the aides, and where they would work in the school.

On the last day of the training week, the coordinators distributed placement cards to the aides, indicating the school, teacher, grade, and classroom to which the aide was assigned and the hours when he would be expected to attend. Also on the last training day, the coordinators completed a master compilation of available information on the aides.

Once the aides had finished training and were on the job, the coordinator assumed his administrative and liaison functions. The coordinator's role in TAP became one of the most demanding, sensitive, and vital positions of the entire program. In a very real sense, it fell to the coordinators to nurse the aides, teachers, and principals through the infancy of this new program. It was the coordinators, working continuously in the field, who were in constant touch with all the participants and were able to identify and report the weaknesses, trouble areas, and unanticipated problems.

From the principal's point of view, the sudden invasion of a group of newly classified school personnel, bringing with them a host of new administrative problems, could have been overwhelming. Had not each group arrived with its own coordinator, (prepared to take responsibility for most of the administrative details,) the aides' welcome in the schools might have been less than enthusiastic. Working from the principal's office, the coordinator took responsibility for all administrative matters concerning the use of teacher aides in that school. Specifically, the coordinator maintained attendance records, dealt with any questions or problems that had to do with sick leave, paychecks, etc., worked out the details of each aide's daily schedule, and handled temporary reassignment of aides.

The coordinators handled all requests for individual conferences between aides and members of the training staff, scheduling the appointments and school appearances of staff members so as to interfere as little as possible with the normal school routine. Seminars were scheduled and rescheduled with relative ease, since the coordinators took responsibility for working out the details of each seminar with the aides, principals, and teachers when necessary.

During the Easter vacation week, each coordinator was responsible for administering the complex schedule for his own group, including activities both inside and outside the school building. He performed in a general supervisory capacity while the aides worked alone in the schools.

The original proposal, as noted, anticipated certain supervisory functions for the coordinator position. As it turned out, however; the TAP coordinators were professionally unequipped to perform as classroom supervisors in math, language arts, art, or child behavior. Instead this role remained with the classroom teacher, where it probably rightfully belongs.

The TAP coordinators performed very successfully as field supervisors for the staff social worker, whose professional work with the aides included such broad areas as job attitude, personal adjustment, relations with teachers, and attitude toward children. The social worker relied heavily on the coordinators as trouble shooters in the schools. With the guidance of the social worker, the coordinators became more and more proficient in their ability to help the aides make a successful adjustment during this orientation period in their new career.

Chapter III

THE TRAINING PROGRAM

As has been noted, there were four training groups of aides, each with 20 members. Each group maintained its identity throughout the training program, and all aides in a given group were assigned to the same or neighboring school buildings. The training was geared to the elementary schools.

The Four Phases of Training

The formal training for each of the four groups consisted of (1) a week of preservice classes, (2) a program of weekly inservice seminars, (3) a special series of classes and training experiences during the Easter school vacation week, and (4) periodic individual conferences with members of the training staff.

Preservice Training

Prior to receiving their classroom assignments, each group of aides attended a week of classes held from 9 A.M. to 2:30 P.M. at the Washington School of Psychiatry and conducted by the four training specialists. The final period of each day was set aside for discussion, at which time the aides' questions and concerns about the teacher-aide role were aired under the guidance of the staff and consultant social workers.

Although the specific allocations of time during the preservice training week varied somewhat for the four groups of aides, the schedule presented below can be regarded as typical.

Schedule for Preservice Training Week

MONDAY

9:00- 9:45	Opening remarks by program director
9:45-10:30	Music and Dramatics: *Quiet games and songs*
10:30-10:45	Break
10:45-12:00	Language Arts: *Reading a story, Dramatizing a story*
12:00-12:45	Lunch
12:45- 1:45	Child Development: *The normal child, ages 4-8*
1:45- 2:30	"Open up" period with social workers

TUESDAY

9:00-10:00	Music and Dramatics: *Rhythm and musical expression*
10:00-12:00	Art: *Trip to Phillips Art Gallery*
12:00-12:45	Lunch
12:45- 1:45	Language Arts: *Listening and conversation*
1:45- 2:30	School principal: Welcome and remarks on school procedure

WEDNESDAY

9:00-10:30	Classroom Skills: *Housekeeping, bulletin boards, and Audio-Visual aids*
10:30-10:45	Break
10:45-12:00	Language Arts: *Reading materials; cusive and manuscript writing*
12:00-12:45	Lunch
12:45- 1:45	Child Development: *The difficult child*
1:45- 2:30	"Open up" period with social workers

THURSDAY

9:00-12:00	Art: *Art Workshop*
12:00-12:45	Lunch
12:45- 1:30	Language Arts: *Remedial-reading games*
1:30- 2:00	School Principal No. 2: Welcome and remarks on school procedure
2:00- 2:30	"Open up" period with social workers

FRIDAY

9:00-10:00	Child Development: *The Child in the Middle Grades*
10:00-10:45	Art: *Art Workshop*
10:45-11:00	Break
11:00-12:00	Language Arts: *Planning for group experiences:* parties, trips, etc.
12:00-12:45	Lunch
12:45- 1:15	Music and Dramatics: *Active Songs and Games*
1:15- 2:30	"Open up" period with social workers

Whenever possible, the training sessions were conducted so as to maximize participation by the aides. Thus group discussion, demonstrations, and workshops were favored rather than lectures.

In-Service Seminars

The original plan for inservice training called for twice-weekly seminars for each group, each seminar to last for two hours. This plan meant, in effect, that aides who were employed on a part-time basis would be spending 16 hours a week in the classroom and four in training. Full-time aides would spend 36 hours a week on the job and four hours in training.

It quickly became evident that this plan was neither workable nor desirable. Part-time aides and the teachers to whom they were assigned began to resent the intrusion into classroom time. Furthermore, the training specialists encountered a significant lack of response to their attempts to use the seminars for further developmental instruction in the subject fields, even though all four groups had been lively and responsive during the preservice week of classes. The fact that the seminars were usually scheduled at the end of a demanding school day probably accounted in large measure for the evident fatigue and lack of interest. Problems also developed in trying to work out a schedule of two seminars a week which would take into account the different work assignments of the part-time aides in each of the four groups. It was virtually impossible to find two periods during the week which were convenient for everyone concerned.

The final solution was to modify the original plan so that each group met in seminars only once a week for two hours, for a purpose which was known, or presumed, to rank high in interest and appeal to the aides. The seminars were held in the school where most of the aides in a given group worked.

In general, each training-staff member and the social worker conducted one seminar a month for each group. Seminars were also held to familiarize the aides with the basic concepts, symbols, and terminology of the new math, and with emergency first-aid procedures.

The seminars varied in format with the material being taught, but all of them attempted to meet the needs of the aides for guidance and supplementary techniques and materials. (See appendix V for schedule and description of seminars).

Easter Vacation Week

An unexpected opportunity for additional training arose some time after all four groups had received their preservice training. The D.C. public school system, in effect, shuts down for an Easter vacation week. Under the Teacher Salary Act, principals and teachers are allowed to take time off the job whenever school is not in session, and virtually all of them do so; typically, only the office secretaries and custodians are to be found in school buildings during Easter vacation week. Teacher aides, however, are employed under the same General Schedule classification as the secretaries and custodians and, therefore, are expected to be in attendance.

When this situation was discovered, most teachers and principals reacted with dismay: "I haven't the time to plan work to keep the aides busy for the whole week!" Most of the aides were still new to the job at this time. As a result, many teachers had not yet come to use their aide's classroom time effectively and were unprepared to assign the necessary work for the vacation week.

It was decided, therefore, that the TAP would plan a special schedule of classes, training experiences, and field trips for the aides during this week. Principals and teachers were encouraged to leave work assignments that the aides could perform in the classrooms or school buildings during the vacation week, but it was understood that TAP would plan for the fruitful use of whatever time the aides did not spend in the schools. While performing jobs assigned by teachers and principals, aides were to be under the supervision of the TAP field coordinator.

The assignments left to the aides by teachers or principals during Easter week typically included working on files, sorting out library slips, and other clerical work; running teaching materials off on the ditto machines; and "spring cleaning" in classrooms—putting closets and materials in order, repairing torn books, etc. (One principal asked his aides to deliver by hand to each school family a notice for a forthcoming P.T.A. meeting.)

The Easter vacation provided an excellent opportunity to enrich the training program. Each of the four groups of aides was assigned to one full day of classes at the Washington School of Psychiatry. In addition, each group was scheduled to tour the African Museum and the Rock Creek Nature Center. An optional art workshop and field trips to the Freer Gallery, the D.C. Library, and the planetarium were planned for aides for whom few or no school-building assignments had been left.

The schedule for the day at the Washington School was as follows:

8:45- 9:00 Meeting with coordinator

9:00-11:00 *Mathematics in the Elementary School.* A special consultant presented a step-by-step, grade-by-grade presentation of the modern math system, with direct participation by aides.

11:00-12:00 *Child Development: Problem Behavior.* Brief case studies of the shy child, the clinging child, the bully, the show-off, and the child who is unpopular, were examined and discussed.

12:00-12:45 Lunch

12:45- 2:15 *Language Arts: Remedial and Educational Games.* The games "Go-Fish" and "Spill and Spell" were played many times, with variations, exploring the opportunities for teaching grammar, phonics, visual differentiation of color and shapes, spelling, and spoken language.

2:15- 3:30 *Creative Dramatics: The presentation of stories through different media.* Stories appropriate to various grades were presented through use of paper-bag puppets (grades K-2), the flannel board (3-4), and pantomime (5-6).

3:30- 4:15 *Open-up period:* This period was used to relate the material presented during the day to classroom situations in which the aides were working.

Individual Staff Consultations

Once assigned to a classroom and on the job, each aide was given an opportunity to consult directly with any of the training specialists. On Wednesdays, the various members of the regular training staff were assigned to hold office hours, each in a different school. Any aide who wanted time with the training specialist scheduled for his school that week could request a conference through his coordinator. Conferences were requested most frequently with the specialists in language arts and child behavior.

The Content of Training

The content of the training experiences provided to the aides was dictated by the three general purposes of the TAP program. To equip the aide to perform semi-professional classroom duties, the training specialists

and consultants offered instruction in language arts, art, music and dramatics, and mathematics. To relieve the teacher for intensive work with the children, aids were taught to perform non-instructional tasks involving classroom-management skills, housekeeping, first-aid, etc. Finally, and most important, to enable the aide to serve as a new member of the school family—working constructively with individual children in need of special attention as well as with teachers and parents—a course was offered in child development and behavior by a specialist in this area, and intensive instruction and counseling in interpersonal relations were provided by the staff social worker, with the assistance of the consultant from the Washington School. Since this last goal was one of the major features distinguishing TAP from other programs to place nonprofessionals in the classroom, the subject is treated separately in chapter four.

Language Arts

The language arts training program was planned as a language-experience approach designed to bring into sharp focus the values of reading and other communication skills. In order to achieve these goals, the instructor developed (1) a set of fundamental concepts for analysis and (2) introduced selected classroom skills which were examined for both their values and their techniques.

Some of the concepts were: speech as a basis for relating to other people; interpretation of common experiences as a means of testing, exploring, and expanding perceptions; reading as a key to knowledge.

Skills were grouped under the following: listening skills; oral language skills; dramatics; appreciation of literature; library skills; research skills; and the use of phonics. Daily sessions in the language arts were held during the preservice week of training.

The topic for the first day was reading a story. The language arts specialist introduced the day's theme with some pleasant reminiscences of childhood, and the earliest pleas of "tell me a story." She told several anecdotes about telling and reading stories to her own children. The class, which until then, had sat frozen and formal, relaxed with nods and smiles of familiar memories. The instructor asked if they had had similar experiences, and there came a great show of hands. Some of the trainees were quite articulate, others spoke more hesitantly, but most of them were eager to recount an experience. Many of the stories were tender, others evoked laughter and comment.

The instructor then led the class into an analysis of the purpose of the

pleasant 20-minute exchange, guiding the talk into a formal analysis of the values of telling or reading a story to a class.

The second portion of the first day was spent in consideration and demonstration of good oral reading techniques. With class responses elicited by the instructor, the following standards were listed on the board:

1. Clear enunciation
2. Reading with expression (change of voice for different characters, change of pace, exaggeration of sounds, etc.)
3. Changing facial expressions
4. Reading loudly enough to be heard
5. Looking up from text often for purpose of reinforcing relationship with group

A story about a roller-skating seal in a circus whose experiences were both humourous and embarrassing was partially read by the instructor in a monotonous mumbled, face-buried-in-book fashion. She then read the whole story according to the standards to demonstrate their validity. Opinions about the story were elicited from the group and the instructor was able to show that the "values of reading a story" discussed earlier in the class, had been verified by their discussion.

The class, by this time very relaxed, completed the first session with a delightful dramatization of the story. The refusal of several class members to take a part when offered, led to an interesting discussion of the problem of the shy child's place in dramatization, with counter-suggestions coming from the group; e.g. prop man, scene changer, program printer, costumes.

The topics of the second day were The Functions of Listening and Conversation. The instructor began by talking honestly about the lack of listening or conversation in most of the homes of the underprivileged children with whom the group would be working. The group, most of whom were drawn from similar backgrounds, reinforced the instructor's words with vivid ancedotes. However, it was apparent that it came as a surprise to many of the class members that lack of conversation or lack of audience fell into the category of "underprivilege." Further discussion brought out the value of listening as a means of providing an attentive audience to children who come from homes where often no one listens to them, and setting an example to children, all of whom need instruction in listening effectively.

The instructor then pointed out that, as well as values, there were techniques of listening that, to be practiced well, needed to be understood. At this point she asked one class member for an opinion and then proceeded to interrupt frequently. When asked how he felt about this, the student grinned and answered, "I didn't like it." During another response, the instructor turned away and began leafing through a book. When a third answer was given, the instructor assumed a look of boredom. A feeling of resentment was stirring in the room when the instructor smiled and said, "Well, how did *you* like it? We all want to be *really* listened to, don't we?" The class relaxed, got the point, and went on to list good listening techniques to be used with children: look directly at the child; give undivided attention, even if it must be brief; react to the child's words (nod, smile, comment).

The class was taught several listening games to be played with children: Telephone game, "Directions", "What Am I?", "Who Am I?"

Conversation, its values and techniques, was the second topic of the second day. A relationship of easy interaction between the instructor and the class having by now been established, the group was able to discuss freely the children's dialect as an aural handicap in learning to read, the danger of constant classroom correction of pronunciation with its accompanying discouragement of the desire to talk, and teachers' limited time for conversation.

Conversational techniques were introduced by the instructor, who asserted that it was time that the class knew something more about her than simply her name. She told the class a little about her husband's work, her two children, their schools, hobbies and misdeeds, her lazy dog, her house, her old car with its bad muffler. Then: "Now tell me something about you," and heard from each of the class members. When asked if they would have talked as freely about themselves if she had not first volunteered information about herself, the class admitted that they were stimulated by the instructor's stories about her own family. The instructor pointed out that this was a technique that could be used successfully to inspire children to talk about themselves.

The topic for the third day was use of materials. The instructor brought to class textbooks that were used in the city's classrooms. These were distributed and examined for the purpose of familiarization with terms that would be used by teachers. With this knowledge aides would be prepared to assist individual children. They were taught cursive and manuscript writing (examples on board, classroom practice, homework

assignment). The instructor used the 4S principles: size, shape, space, slant as an aid in making charts, flash cards, putting work on board, etc.

Workbooks commonly used in classrooms were distributed to familiarize aides with their use, as a means of providing intelligent assistance to slower students.

Dictionaries were examined to demonstrate (1) meaning of guidewords, and (2) explanation of some of the simplest diacritical marks. Some dictionary games commonly used in classrooms were introduced and played with the aides.

The topic of the fourth day was the use of remedial reading tools. Many children find it difficult to develop a competence in reading. Experts in the field have stressed the need for improving the attitudes of the poor reader, and since it is known that not all students learn at the same rate, the problem faced in school situations is the development of more individual reading opportunities. To relieve "teacher fragmentation" (Betts, Emmet, *Foundations of Reading Instruction*), the aides were taught some basic remedial reading skill and games to be used with individuals or small groups.

For each game a different group of aides was selected to play, with the remainder of the group standing clustered about the game table. Comments and suggestions were noisy and uninhibited as the various teams played, for example, "Go Fish" (Remedial Education Center) and "Take" (Dolch).

The remainder of the period was spent on "Colored Vowels" with the whole group participating. The instructor explained that many similar vowel sounds were spelled differently, and an effective teaching technique was through the use of color: Example: long e sound can be found in ee, ea, or e (consonant) e. Lists of words were distributed and words with the long e sound were colored green. The game was played with all long vowels, each colored differently.

Aides were also introduced to the phono-visual charts commonly used in classrooms.

The alienation of the underprivileged child from the world of the usual classroom reading texts was discussed. Substitution of personal stories dictated by the children was discussed in terms of its meaningful value as reading material and the psychological import of dignifying personal experiences by converting them to "written stories."

The topic of the fifth day was group experiences, such as school parties or class trips. It is important for aides to understand the details of organization required for these occasions.

The aides own graduation party planned for the end of the school years was used for the purpose of discussion. The aides also planned a hypothetical trip for a class with special attention on the details which the aides themselves could be responsible for: phone calls arranging the trip, collection of money, securing parental consent, and answering questions relevant to the trip. Class programs were discussed in the same manner.

The inservice seminars were structured to meet specific needs for supplementary enrichment materials and guidance. At each seminar, new techniques and materials were introduced and discussed. One session, for example, focused on simple word games designed to reinforce reading skills, such as rhyming games and the consonant game, "I See." ("I see a B-buh object in the room. Who knows what I am looking at?"). Many variations on this game were contributed by the aides. Another seminar was devoted to the presentation of inexpensive or easily constructed games that are useful in reading instruction and remediation. At a subsequent seminar, the reactions of aides, teachers, and children to these games were discussed, and the aides were encouraged to describe and demonstrate games that they themselves had developed and used successfully. At other sessions, aides raised questions concerning how best to correct children's spelling and grammatical errors, and how they, as teachers aides, could help individual pupils who were having difficulties in reading. Wherever possible, the language-arts specialist encouraged the aides to make suggestions before offering her own contribution. A similar approach characterized the individual conferences which took place periodically.

During the Easter school vacation groups of aides were taken on guided tours of the main public library to acquaint them with library facilities of value in the classroom. Besides the children's reading rooms, where they were shown how to use the index, they saw the film library, the loan picture collection, the record collection and the newspaper files. Many of the aides were excited to discover a library's extensive scope as a supplement to the classroom.

By this time, the aides had been working in the schools for almost two months. Most of them reported that teachers had found them especially helpful in working with slow readers. The second "section" of Easter week training, therefore, consisted of intensive training in the use of two reading games, "Go Fish" and "Spill and Spell." A copy of each game was lent for classroom use. Since the aides were working at different grade levels, variations on the use of the games were discussed. Many new ideas were suggested by the aides themselves.

Art

The art program for teacher aides in TAP was based on the concept of art as a means of self-expression and as a way of developing and strengthening the children's imagination, aesthetic sense, and powers of observation and memory. Because of the manifold duties of the classroom teacher and the children's infrequent sessions with the regular resource art instructor in the school system, art experiences are necessarily limited. By introducing the teacher aides to the world of art, the TAP training specialist hoped to fire their imaginations so that they, in turn, could convey enthusiasm to the children. For the talented child, the result might be a chance to develop his gifts. But for all children, particularly the disadvantaged, a strengthened art program can offer a fruitful channel of expression previously undeveloped.

The first of the two long sessions devoted to art experiences during the preservice training week was spent touring the Phillips Gallery, where aides also attended a lecture. The trip was preceded by class discussion and followed by evaluation of the tour. Books on art were displayed and discussed to broaden the aides' knowledge of the artists whose work they had seen on exhibit, and a list of free galleries and museums in Washington was distributed.

An entire morning was set aside during the preservice training week for a workshop with the training specialist in art. Working in groups of four or five, the aides, dressed in smocks or coveralls, received instruction and practice in preparing for (and cleaning up after) an art session, mixing secondary colors, crayoning or painting from a still-life model, and creating a piece of art work using crayon-resist technique. In a second, briefer workshop held later in the week, the art specialist presented a class in cropping, matting, and mounting, during which each aide had the rewarding experience of transforming his earlier work into a completed "masterpiece." Critical evaluation of each aide's work by the other members of the group demonstrated the value and pleasure of sharing experiences in art. Throughout both workshop sessions, the art specialist related the experiences of the aides as they worked to classroom situations involving children.

Special instruction was given in the materials used in the schools. Samples of the various sizes of art paper, brushes, mat boards, and water paints were distributed and their uses discussed.

Because the original plan to conduct inservice art workshops proved to be impractical, the art seminars were conducted as classroom demonstrations, in which the art specialist worked with the children, assisted by

as many aides as were free to attend and elected to do so. An average of three aides participated in each demonstration.

One of these demonstrations was devoted to the use of poetry and music in conjunction with art. At another session, with assistance from the aides and with guidance from the art specialist, the children created a number of beautiful bird-mobiles. One group was taken on an outdoor sketching trip. Nature mosaics were created during another training demonstration, utilizing such natural materials as seed pods, burrs and twigs which could be gathered by the children on a walking expedition in the neighborhood. Finally, groups of children with teachers and aides were taken to Dumbarton Oaks, where they visited the galleries and gardens and heard lectures on Byzantine and pre-Columbian art.

For the aides, actually participating in a real classroom situation made the learning experience vivid and meaningful. The step-by-step instructional procedure and the involvement of the aides in handling the materials, doing the art project themselves, and helping the children to mat and hang the finished products were more purposeful and more pleasurable than learning in a purely adult situation. The aides particularly enjoyed the atmosphere of complete involvement and excitement created by the children.

To familiarize the aides with another of the city's great facilities, the art specialist took them during the Easter week school holiday on a guided tour of the African Museum housed in the former home of Frederick Douglass. Smaller groups visited the Freer Gallery as well.

Music, Dramatics and Recreation

The training program in music, dramatics and recreation focused primarily on activities which the aides could lead by themselves. Organized games, music and experiences with creative dramatics often fall by the way in today's crowded classrooms where the teacher's time for academic subjects is so limited. This, therefore, appeared to be a productive area for the teacher aides.

Four classes were given during the preservice training week in the general field of music, dramatics and recreation. Each class was planned and organized so as to involve the maximum participation of all the aides in each activity as it was presented.

In the class devoted to quiet songs and games, three songs and four games were taught, each suitable for a classroom and involving a minimum of movement and noise. The object of this class was not only to familiarize

the aides with the songs and games themselves and the techniques of teaching them but also to help the aides overcome self-consciousness while participating in this type of activity. The selection of songs and games was made with the idea that each also served to introduce or reinforce a skill such as counting, spelling or rhyming. (The three songs selected for this class were: "Head, Shoulders, Knees and Toes," "Finger Song," and "Bingo-Adi Kadi Nuba." The four games were "Tillie Willie," a word game, "Indian Signals," "Wonder Ball," and "Pass the Shoe.") A booklet containing the words of the songs and directions for the games was distributed to each aide for use in the schools. In addition, a tape recording of these and other songs suitable for classroom instruction by the aides was made available to each school.

The second class was devoted to musical expression through the use of a rhythm band and phonograph records. The music specialist introduced and distributed a collection of home-made rhythm instruments, all simply constructed from familiar materials common to every home. Two songs, each especially appropriate for rhythmic accompaniment, were taught. Conducted first by the specialist, then by individual aides, the group sang and played the instruments with variations on rhythmic patterns. Those who had no instruments were encouraged to clap their hands or stamp their feet.

Creative use of a phonograph record in the classroom was illustrated with a recording of Saint-Saens' *Carnival of the Animals.* Emphasis was placed on the importance of preparation and follow through, guides for listening, and sensitivity to the possibilities of acting out the music or tying it in with an art experience.

The activity known as paper bag dramatics was chosen to demonstrate the fun and freedom of spontaneous creative dramatics as a means of stimulating self-expression. The class was divided into groups of four for this session. Each group was given a paper bag, and instructed to rummage through their pockets and purses for objects around which a story could be built. In this fashion each group filled its bag with a dozen or so items, including such things as a lipstick, button, whistle, matchbook, etc. The groups were next instructed to swap bags and then to compose and dramatize a story, using the contents of the paper bag for props. It was pointed out that, among other values of this activity, a child derives a feeling of pleasure and pride in seeing one of his own possessions used as a prop in a "dramatic production".

The classes held at the Washington School of Psychiatry during the Easter vacation week included a second session on creative dramatics.

Paper bag puppets, flannel board dramatics and pantomime were presented as different media for acting out a story. The purpose and technique for each was first explained to the group as a whole. The aides were then divided into three smaller groups, each with its own "assignment". One group cut out and painted paper bags for puppets representing characters in the story *Snip, Snap and Snur*. Another group designed and cut two-dimensional paper figures and props for a flannel board presentation of the story *Madeline*. The third group prepared a pantomime production of *Tom Sawyer* whitewashing the fence. Finally, after all groups had finished with their preparations, each story was acted out for the rest of the class. The training specialist provided eight new flannel boards so that the aides from each school would be able to follow up this activity with their classes.

The session on active songs and games was by necessity limited to the lecture and discussion method rather than one involving direct participation of the aides. This class focused on how to teach physical activities suitable for the playground, including team sports, individual sports, and organized physical exercises. The emphasis was on giving clear, thorough instructions; knowing the rules, and the exceptions to the rules; and knowing how to care for equipment.

During the period of inservice training the specialist met with two groups of aides on the playgrounds at their respective schools for demonstrations of organized games. Classes of third grade children participated with great enthusiasm in a series of relay races under the direction of the individual aides.

A series of seminars was devoted to a review of the games and songs presented during the training week. The tape recording prepared by the specialist was used as a teaching device. Special instruction for operating a tape recorder was also given at this time.

Further skills in music and dramatics were developed in the actual setting of the school classroom. Formal seminar sessions gave way to classroom demonstrations of folk singing and folk dancing, led by the training specialist. Two or three aides generally participated in each of these sessions, together with children from the classes to which the aides were assigned. Before and after each demonstration the specialist and the aides discussed the educational value of musical experience of this type for the children. Aides were instructed to watch especially for the responses of children who were normally very shy or very aggressive.

Mathematics

Mathematics was not included in TAP's preservice training week because of time limitations. Through observation in their individual classrooms, however, the aides had become familiar with many of the materials and techniques of the new math. Their typical reaction was one of bewilderment. Many of the aides had asked the training staff for help in understanding the new system. A consultant in mathematics was therefore brought into the program to conduct a special two-hour training class at the Washington School of Psychiatry during Easter week. At this time the aides were given step-by-step presentation of the modern mathematics system used in the schools, requiring their direct participation. The goal of the mathematics training consultant was to introduce some of the concepts underlying the new math and to define some of the basic terms. Specifically, aides were given instruction and practice in "set theory" and were acquainted with such concepts as finite and infinite sets, union of sets, intersection, and place value. The abacus principle of operation and regrouping was introduced, and practice was provided for the aides by the use of number-relations blocks.

The mathematics consultant conducted a follow-up seminar with each group three weeks after the original class to review and clarify the concepts that had been introduced earlier.

Science

No formal training in science was attempted in the TAP program, because of time limitations. During the Easter week, however, each group of aides was taken on a guided tour of the Rock Creek Nature Center, which included a nature walk, a planetarium display, and an illustrated lecture on the flora and fauna natural to the park. Following the tour there was a discussion of classroom activities which might be stimulated by such a tour—e.g., making a terrarium, a star theatre, and daily weather maps.

Classroom Skills

It was anticipated that one of the aides' most useful roles would be in assisting the teachers with clerical and housekeeping jobs which have in the past taken up so much of the teacher's time. Therefore, samples of the various school record forms were distributed for inspection and briefly described to the aides, usually in connection with the principal's talk during the preservice training week.

The aides training in classroom skills, however, went beyond record-keeping.

During the training week, one long session was devoted to instructional materials, including the use of manipulative aids and audio-visual devices; the planning and creation of bulletin-board displays; housekeeping routines of the classroom; and the use and planning of field trips.

The educational function of visual and manipulative aids was developed and discussed at the outset of the class. Samples of some of the more commonly used manipulative aids (flash cards, pie charts for fractions and cardboard clocks) were used in demonstration. Basic guidelines for constructing these and other items were given by the specialist. The use of audio-visual material and equipment was touched on briefly, with emphasis placed on the role of the aide as an assistant in operating the machinery.

The aides were also briefed on the housekeeping duties they might be expected to perform or supervise. It was understood that each teacher has her own method of organizing her room and of allocating simple classroom duties to the children. These duties may include washing the chalkboard, dusting erasers, watering plants, feeding class pets, straightening the library corner, handing out milk, and straightening chairs in the classroom. It was expected that in many cases the aides would be able to relieve the teacher from virtually all responsibility for these housekeeping activities, including those which would continue as the children's duties, under the aides' direction and supervision.

The bulk of the session on classroom skills, was given over to a workshop in the art and practice of bulletin board design. The training specialist lectured first on the various functions bulletin boards can serve in a classroom, then explained the basic principles of design, e.g. center of interest, simple composition, contrasting colors, and informal versus formal balance.

The subject of lettering for bulleting boards was presented in the workshop setting. Each aide, using his own scissors and paper, followed the lead of the specialist as she described the technique of block letter cutting. On display was a large chart illustrating the technique for cutting each letter of the alphabet using the simple folded paper method.

Each aide then had the experience of actually designing a bulletin board. The class was divided into ten teams, so that each aide had a partner. The specialist handed each team large paper, crayons and a bulletin board assignment, which specified a particular age group, (e.g. kindergarten, 4th grade,) and a general theme, (e.g. Cherry blossoms, Book Week, childrens art display.) At the close of the workshop, each

team presented its design to the class, explaining which principles of design had been used and why.

Later, during an inservice seminar, the specialist gave a review lesson in letter cutting and distributed smaller mimeographed reproductions of the lettering chart to each aide.

Finally, the aides were given some basic information on how to help the teacher on class field trips, whether it be a walk to a nearby vacant lot or a bus trip to a museum. The specialist pointed out that aides can help to prepare for a trip by getting permission slips from the parents of each child and making sure the children know how they will be expected to dress and behave—e.g., whether they will be allowed to touch things, whether they should be completely quiet, etc. Aides can also help to prepare the children for what they will see by reading a story, or showing them pictures. In following up a field trip, the aide can encourage the children to discuss what they saw and learned, write a story about their trip, draw pictures, or make models.

Accident Prevention and First Aid

One of the final series of weekly seminars was concerned with accident prevention and emergency treatment of injuries in the school setting. The city's public health nursing consultant in school health conducted four seminars, focused on accident prevention both on the playground and in the classroom. The aide's role in emergency situations was discussed, with particular emphasis on the procedures to be followed in case of serious injury. Legal requirements, such as notification of parents, were also discussed. The School Services booklet prepared by the Bureau of Special Services of the D. C. Department of Public Health was discussed in detail and distributed to aides. The booklet describes various types of personal injury and gives instructions for appropriate emergency treatment in each case.

Chapter IV

Aide's Role as a Second Adult in the Classroom

The chief distinction of the TAP program lies in its focus on the role of the aide in helping the teacher by dealing directly with the child who needs personal attention, whether he manifests that need in troublemaking, learning deficiencies, or unhappiness. The means used to achieve this end were two: a preservice training course in child development and behavior, supplemented by inservice seminars and conferences; and an intensive program of training in interpersonal relations conducted on many levels throughout the duration of TAP. The objectives of the training in interpersonal relations also included the establishment of effective relations with parents and with teachers, and the aide's development of self-awareness in his new para-professional role.

Child Development and Child Behavior

The decision to include in the training program a component on child development and behavior stemmed from the understanding that there is a strong relationship between a child's attitude toward school and his success in learning. Good teachers understand this and attempt to provide a classroom climate that will facilitate the learning process. Since the teacher aides were to be classroom personnel, in close contact with the children, it was important to provide them with insight into children's behavior that would increase their value to teachers beyond the performance of routine tasks.

Within this general goal, the following specific objectives evolved:

1. To introduce the concept of normal growth and development patterns as a background for understanding child behavior.
2. To define and consider types of difficult behavior likely to be encountered in a classroom situation.
3. To develop in the aide the practice of looking for the reasons that motivate a child's behavior.

Three classes were scheduled during the preservice training week. Normal patterns of child development and behavior were discussed in two sessions: the first dealt with the child from ages four to eight; the second concentrated on the child in the 'middle grades.' A third class focused on the difficult child with emphasis on constructive ways of dealing with a child whose behavior is disrupting to a class activity or interferes with his own learning. A combination of lecture and discussion was the teaching pattern for each session. The aides were encouraged to offer personal examples to illustrate the various kinds of behavior patterns under discussion.

In the area of child development, the following topics were considered:

1. General developmental characteristics for each age (physical, emotional, social, intellectual)
2. Normal variations of developmental characteristics
3. Differences between home and school behavior
4. Understanding learning and behavioral differences
5. Skills and attitudes needed to work successfully with children.

The sessions on the difficult child discussed the following topics:

1. Possible reasons for the child's behavior (e.g., physical hunger, parental neglect, intellectual frustration, poverty, emotional insecurity, need for attention)
2. Types of problematic behavior (explosive, non-participating, belligerent, withdrawn)
3. Ways in which the child can be helped (e.g., listening to him, setting limits, giving him a sense of worth, supplying him with material that he has missed because of absence)
4. Examples of personal experiences that were of value in the understanding and handling of difficult children

Inservice seminars afforded the aides an opportunity to share experiences, discuss problems, and assist one another, always with guidance from the curriculum specialist. The problems raised for discussion at the seminars included the following:

"Some children don't want to go home. Their problems begin there. How do I handle it?"

"How do I cope with the boy who intrudes into every conversation? Just looks; doesn't say anything; just stands and rubs your arm."

"The kids that spit on you. They're not just kids—they're hoodlums. How do I handle them constructively?"

"Where do we draw the line with friendliness? Some children hardly ever see their mothers. They're at work. The children are lonesome."

"How do we re-establish discipline after being part of a game?"

"We have a child who prays to himself all of the time. What do I do about him?"

At individual conferences, similar problems of an even more personal nature were discussed, for which the training specialist offered guidance.

Interpersonal Relations

In addition to transmitting specific skills to enable the aide to help the teacher in her classroom tasks, the training program attempted to strengthen the aide as a person, to make him increasingly aware of himself in relations to others, and in general to cultivate and enhance the aide's sensitivity and abilities in the area of interpersonal relationships.

Training

Interweaving the dynamics of interpersonal relationships with the teaching of cognitive skills was the particular task of two social workers, one a staff member of the Washington School, the other employed by TAP. During the preservice training week, as we have noted, an "open up," or question period was conducted at the end of each day. The aides at first were anxious and insecure, full of questions about the new work they were undertaking. The social workers introduced themselves with a brief description of their own professional backgrounds, family composition, and experiences with children. Learning something about the social workers' families made the aides feel more free to discuss *their* families and problems. The self-introductions were thus a primary source of information about the groups as well as an ice-breaker. Surprisingly, in a short period this gathering of uncertain individuals evolved into a unit—aware of itself as a group, and with an enthusiastic and knowledgeable sense of responsibility for its functioning.

In both preservice and inservice training, the main purpose of the social workers was to help the aides maximize their effectiveness in helping the teacher by learning to utilize *themselves* as well as their newly acquired skills. To this end, the social workers initiated discussion of how the aide can effectively relate to the teacher, to the child, and to the parent, and how he can develop awareness of himself in a new, para-professional role.

Although these four areas were often interwoven in actual discussion, for our purposes here they are treated as distinct.

Relating to the Teacher

The aides understandably approached their new teacher aide job with some anxiety, particularly with respect to their prospective close working relationship with a teacher. "What will the teacher expect of us?" was an underlying question throughout the preservice week of training.

The composite list of duties suggested by teachers (see Chapter III) was presented to the aides by the social workers during one of the open-up periods. Discussion of this list focused on helping the aides to define and adapt to the job requirements as seen by the teachers. Also, each week, the principal (or principals) to whose school (or schools) that particular group of aides would report personally outlined their plans and ideas for the optimal use of aides. From these presentations came further ideas about the ways in which aides could adapt themselves to the needs of their assigned schools.

Through personal anecdotes and discussions, the social workers elicited the aides' perceptions of teachers individually and as a group. They were encouraged to recount their previous experiences with teachers, as children and as parents. Their current anxieties about the role of teachers and their use of aides were also discussed.

> "I worked as an aide in another program for children. The teacher allowed a very withdrawn child to paint on the floor. When clean-up time came she asked me to clean the paint up and she wouldn't let the child help me. What should the aide do if the teacher asks him to perform an unreasonable task like this?"

> "The principal said aides may be asked to take soiled children home and change their clothes in the absence of the parents. That could be embarrassing, particularly to an unmarried man."

The social workers pointed out that teachers today are so overburdened that they would most likely welcome the aides' assistance in dealing with needs of the "whole child," and help with their clerical and other non-instructional duties which could be performed effectively by a non-professional person. The aides were then confronted with the possibility that, although the participating teachers had expressed a desire for their help, they might not at first know just how to use an aide, just as an overworked housewife, suddenly offered the services of a household helper, might find it difficult to decide just how to use the much-needed assistance. The house-

wife might see the helper as washing the kitchen floor, for example, while the helper sees herself as baking cakes.

To challenge the aides and prepare them for functioning in specific situations, the social workers asked them what they would do if they were left in charge of a classroom during the teacher's absence; if they were given a non-developmental teaching assignment; if they were assigned the responsibility of classroom housekeeping; if they were asked to take children to the bathroom or the clinic, to supervise a playground, to check supplies and equipment needs, to do clerical work. Aides were asked what kinds of learning experiences an aide can offer children who help him put up a bulletin-board display.

Throughout these sessions, emphasis was placed on developing in the aides a realistic comprehension of the school's expectations of them, awareness of their own attitudes and feelings about teachers, and a perspective on the difficulties of a newly evolving cooperative relationship between two people of different backgrounds and personalities. It was hoped that by talking through potential problem situations, aides would experience a lessening of anxiety and an enhancement of self-confidence.

Relating to the Children

In discussions with the aides, the social workers explored concrete situations which the aides could expect to encounter: how to introduce themselves to the children, how to become a part of classroom life, how to handle specific crisis situations, how to establish a personal relationship with individual children as well as a relationship of warmth and understanding with the group. Emphasis was placed on the importance of giving individual attention to children to supplement the work of the teacher.

Using the techniques of role-playing and case discussion, the social workers related these sessions to the training sessions conducted by the child-development specialist. It was always stressed that the aide's guideline must be the teacher's style and approach to teaching and discipline, and that the aide must adapt himself to any differences he encounters between his training and the actual classroom practice. (In this connection, the aide was advised on how to establish himself as an authority figure with the children without conflicting with or intruding upon the teacher's authority.)

Again, the trainers drew on personal experiences of the aides, focusing on situations with children (their own or others) which they felt they had not handled well. Without condemning their handling of these incidents,

the social workers used them as a basis for open discussion during which the group suggested alternate methods that might have been applied. The trainers' role was to modify or question the proposed alternatives in regard to the underlying dynamics. They tried to convey to the aides the importance of openly discussing their own doubts and tensions as a contribution toward better understanding of the children, and the need to look for the causes behind the child's behavior. They urged aides to recognize that there is no one "right" way to discipline a child; that the emphasis on understanding a child's difficulties does not mean that inappropriate behavior is to be accepted or that limitations are unnecessary; and that love and warmth must be tempered with firmness.

In summary, the social workers tried to help the aides to anticipate some of the ways of relating to children in a school setting, to integrate what they had learned about child development with the teacher's method of handling children, and to evolve a way of relating to children which would utilize their own experiences and feelings about children.

Relating to Parents

Direct questioning revealed that aides had not given any thought to their possible relationships with parents; their initial reactions were that this was the teacher's province and that they preferred not to become involved. The attitudes expressed ranged from intolerance and blame toward the parents of "bad," malnourished, or mistreated children to sympathy for working parents living in poor housing and "not knowing any better."

> "How can a mother send her children to school dirty, hair uncombed and no breakfast?"

> "Even though a parent might have to sleep three children on a cot, if that parent gives the children some warm oatmeal for breakfast and waves from the door as those children go off to school, that oatmeal and that wave compensate for that crowded cot."

Discussion focused on many facets of parent-aide relationships: building a helpful attitude toward parents; how to handle an encounter with a parent during the teacher's absence; how to conduct oneself on a visit to a child's home to discuss his absences, tardiness, or other difficulties; how to clarify for a confused parent the aide's function in the school. In the meetings aides were encouraged to discuss openly their feelings about themselves and others as parents.

Awareness of a New Para-Professional Role

All the discussions with aides about their relationships to teachers, children, and parents utilized specific examples to help the aides see themselves in the new setting and role with increased awareness and understanding.

The aides had come to the training with certain resources on which the social workers tried to build. Many had directly applicable family backgrounds; others had work experience in closely allied fields; some had actual teaching experience or advanced education in preparation to teach; and each indicated a love of children and a desire to work with them. These characteristics were treated as potential job resources which could be fruitfully adapted to the new career.

The aide's anxieties concerning himself were explored—his abilities, weaknesses, limitations, expectations, attitudes, interests—and their possible effect on his new role. The social workers tried to instill in each aide the firm conviction that through his own background, inner resources, and further personal and professional development, he could make a valuable contribution to a vital need.

At the end of the preservice training in interpersonal relations, the aides were asked to write a brief and frank evaluation. A striking number commented on the effect of the training on their family life:

> "I have already seen a change in my own children as a result of my week here. I myself have learned to change some of my attitudes—I have greater understanding in coping with their problems. I find myself more patient with them, and I've learned so much here that I never knew before."

> "It has given me more confidence . . . It has also helped me to understand my own children more and how to deal with them."

From the aides' evaluations came practical suggestions for improvement of the training program. Several aides in the first training group suggested having a "graduate aide" return after a week in the field to share his experiences with the group in training. This suggestion was incorporated into the curriculum for the second group and used throughout the training program. It was also suggested:

> "Perhaps much could be gained during the period of training from visiting the communities of the young people with whom we will be working. Further, at least one visit to the school in which we will be working may help to establish better rapport between teachers, aides, pupils, and school personnel."

The Effect of Training

After the aides had been in the schools for two weeks, the social-worker team met with each group in a round of seminars according to a preplanned schedule. Approximately four weeks later, after each of the four training specialists had had one seminar with the aides, the two social workers returned for a second and final round of seminars.

The purpose of the first series of seminars was to expand the concepts of human relations introduced in the preservice training, using the aides' practical experiences as illustrations and as the focus of teaching. Along with many uncertainties produced by their new functions, strengthened group morale and increased affinity with the TAP leaders were evident. Many of the issues discussed in the first seminars dealt with the difficulties the aides were encountering within the school community.

The second series of seminars dealt with essentially the same basic elements and relationships, but since many of the aides' practical questions were by then being resolved on a day-to-day basis, another subject of discussion was added: how the aide saw his role in relation to others. The social workers' goal was greater self-awareness on the part of the aide, a heightened ability to see how he affected others and how they affected him.

Despite limitations of time and resources for training, the degree of interest and participation and learning was remarkable.

Relating to the Teacher

In the two seminar series, it was evident that the aides' perceptions of the relationship between the teachers and themselves encompassed a wide spectrum. The majority expressed enthusiasm, satisfaction, and a sense of being welcome and well-used by the teachers. After two weeks in the classroom, typical comments were:

"The teacher is easy to work with; I do pretty much as I wish and she likes it."

"Both my teachers are relaxed and keep me busy."

"Mrs. ——— and I are compatible. She's just marvelous; she established my relationship with the children and leaves me with the class."

"My teacher is very fine. The children are well disciplined, on their honor a great deal; I've never seen such discipline. She set up the program for me so that I have different duties each part of the day."

"I've had such a good experience. The teacher welcomes suggestions, is thrilled with anything I do to help the children, is as respectful to me as a diplomat, has instructed the children about my duties, and addresses me as Mrs. ———."

At the other extreme was the case of the aide who sat in the class unintroduced for two days, just observing. She got up the courage to speak to the teacher about it on the third day. The teacher apologized and introduced her on the following day. However, the children didn't say "good morning" for two weeks.

Another aide, a young male college student, was assigned to a difficult class of "overgrown" middle-grade children who were just sitting out the school term. The teacher had been having difficulty in handling them, and one day, after a big girl defied her by putting up her fists, the teacher left the class and went home, leaving the aide to deal with the class until it was time to take them to another room. When he tried to escort the class, they defiantly scattered throughout the building. This was an overwhelming experience for an inexperienced young person.

Other aides commented:

"The teacher sometimes forgets I'm an adult and lumps me with the children; it's embarrassing; I feel I've lost face with the children. When I took them to the lavatory outside their lavatory period, the teacher met us in the hall, saying, 'What are you doing—we cannot have it!'—meaning going to the lavatory any time other than the designated time."

"The teacher I'm with taught me as a child and still feels I'm one of the children, addressing me as 'little girl'; that really hurt. I'm a mother, but she scolds me in front of the children! She is a very sweet woman but makes me very angry."

"It is very difficult to know what to do when teachers humiliate you in front of children. The teacher told the children to put their heads down and then left the room for quite a long time. The children got restless, so I told them they could take out their books and read. The teacher returned, objected strongly by yelling from the doorway, 'Who told you to lift your heads?' She made them put their books away and put their heads down again."

Another aide wondered,

"How can we let teachers know we are adults? I can't be a wife and mother part of the day and a child the other part."

Many of the aides' difficulties in relationships with teachers arose from their assignment to two teachers with different approaches. Several aides who worked with different teachers contrasted them quite perceptively.

> "I have two kindergarten teachers. Both teachers are efficient; one has a very set pattern and is easy to follow. The other changes frequently, likes freedom, lets children express themselves, but constructively. In the more structured room I just sit, but can take over the class more easily when the teacher is absent. I would appreciate more activity in the strict room. She's a wonderful woman and teacher but doesn't seem to need me. In the freer class the teacher is able to give me more work."

> "I have two teachers of different personalities: one class is freer and can express themselves much better than the rigidly disciplined class, where the children are afraid to express themselves. I've been told I'm too easy but the children obey me without yelling. One teacher gives me all the seatwork to correct. The other doesn't give me work with the children but only work that helps the teacher."

Several aides recognized a potential problem when children "got too close" and came to them for help while the teacher was teaching. Some stopped the children immediately; others felt that the situation should be discussed with the teacher, and some provided other time for the contact the children wanted with them. One aide made the thoughtful comment:

> "The newness of the aide attracts the children who are used to the teacher. They want to speak to you outside the classroom. That's not all bad. That second person makes the difference."

Another aide assessed an important supplementary role of the aide with a particular kind of teacher:

> "My teacher says I add something to the class she cannot give the children. She has children of her own but says she can't give her own or her students the same warmth I can."

The discussions provoked by these anecdotes and comments brought out the strains of team teaching on the teacher, the individual stresses, the personality differences of the teachers, and the need to discuss problems with the teacher. The need for communicating with the teacher was emphasized in the preservice training, but it was evident that a stereotype of the teacher as a kind of super-being hindered the aides in seeking a solution to communication difficulties. Only gradually did the aides become aware that the teacher's security in her relationship with her pupils

could be threatened by the aide's presence, or that the teacher's contributions to the child's emotional needs could be supplemented by the aide's special qualities.

Relating to Children

Many aides found ingenious ways to enrich the experiences of the children. Some brought books from their own homes to refresh the meager stock available in the classroom. One male aide in a school without a gymnasium got the principal's permission to take all the fifth- and sixth-grade boys to the YMCA, where he obtained free membership for them and permission to have them participate in physical-fitness and team-sport programs two hours a week. Two other aides initiated enrichment programs for girls in which needlework and embroidery were taught in one case and hair grooming in the other.

The aides learned that they could fulfill another important function: giving children extra attention. The children were remarkably responsive. At the principal's request, a male aide (a professional football player) took on the counseling of older boys in their educational problems. Several aides were sent by their teachers into the homes of children with special problems. For example, an aide visited the home of a sixth-grade girl who was truanting and found that the mother was unwilling to take responsibility for getting her children's clothing ready to wear to school. Sensitive to the family conflict, the aide advised the student to alternate the few clothes she had so she might keep them laundered and ready for school. After the visit, the youngster attended school regularly, promptly, and neatly dressed.

Another aide, a man, chose as his special project a teen-age boy who still wet his pants and bed, which was quite offensive to all around him. The aide talked with the boy to let him see that someone cared about him. Slowly, the boy began to change. By the end of the term he had stopped his bed-wetting, was doing much better in class, and had begun to become part of his peer group. "I knew the problem," said the aide's teacher while proudly recounting this success story, "But I didn't have the time."

Another aide said that when she began to walk one child home, at the suggestion of the teacher, the child started coming to school regularly. Another aide, acting as assistant to the counselor of her school, walked home with a little girl who had been stealing and found that she had no stable place to stay and was wandering about the neighborhood suffering from neglect. The aide's understanding of the situation and interpretation of it to the teacher enabled both teacher and aide to be more helpful to the child.

In several situations the aide assumed the role of a big sister in relation to the child, not quite a parent and not quite a teacher. One aide invited children to her home for Saturday cookouts, taking a group each week until the entire class was covered.

Some aides at first encountered resentment from children who thought the aide was taking the teacher's place. Others found that the children were afraid that the aide was usurping *their* position with the teacher. "The children had been helping the teacher directly and now I'm there to do it." Once they were accepted, the aides had to guard against a different kind of jealously. "One child that I have reached very successfully goes back to his bad behavior when I'm occupied with another child." They also had to learn how to limit the sometimes overwhelming responses of the children. One child constantly telephoned an aide at home. The aide, a young girl, was hesitant about hurting the sensitive child's feelings, and it took a while for her to learn how to enforce limits. A fruitful seminar was devoted to discussion of how to find the proper balance between authority and warmth.

In matters of discipline, some children tried at first to play the aide off against the teacher by lying to the aide about classroom procedures. One teacher handled this problem by giving her aide printed rules of behavior in her classroom. Another aide humorously recounted an experience in learning to size up children. The first time the aide was left alone in the classroom, a boy who was "fanatic about obedience" asked to be excused. The aide gave his permission, thinking it was for the bathroom, but the boy used it to go home for the day! The aide added, "Each child is a psychologist in himself; he tries to outwit you even though he can't add two and two."

The growth in the aides' confidence in their authority was clear. During the first seminar, for example, one aide said: "My desk is at the back of the room. When I see them doing things that they shouldn't do, should I tell the teacher and let the children know I'm telling?" It was suggested that she handle the child directly, in an adult manner, rather than as a childlike go-between. In the second seminar, several weeks later, the aide reported: "My teacher no longer asks me questions about the children acting up; she really wanted to help me establish my authority. Now that I discipline them myself instead of asking her, I don't have to be a tattletale."

Most of the cases involving discipline and authority arose during the teachers' absences from the rooms. The most taxing problems occurred when, in spite of the reluctance of principals to use aides as substitutes, there were no other substitutes available and the aides had to take over.

There were many degrees of preparation, varying from no notice and no preparation to cases in which the teacher prepared an outline of the day's tasks for both the substitute and the aide. When the aides were needed to substitute for the whole day, they knew they could not take over all the teachers' functions but must focus on keeping order and using the time as constructively as possible. This involved both using the skills they had learned in training and, of necessity, developing their own ways of handling the children.

Discussion of various approaches to discipline brought out varied feelings about "yelling or not yelling" at the children. This was nicely summarized by one aide: "You've got to know the mood of the class. Sometimes you have no choice but to get above the din."

Relating to Parents

As anticipated, when aides were on the job, few of them had regular contacts with parents. A notable exception was an aide who had been assigned special duties as a kind of welfare assistant. This woman distributed clothing to inadequately dressed children, grocery-shopped for indigent families, took children to the clinic when necessary, and visited their homes to encourage the mothers to visit the school and to participate in the PTA. This aide was of special value to parents whose children were doing poorly in school and who were either hostile to or fearful of the school and the teacher. Because of her previous work in the PTA and her knowledge of these parents as neighbors, the aide had the ability to act as a reassuring intermediary between parent and school. When a parent expressed hesitancy to meet with the teacher, the aide told her "My English is not so good either. The teacher wants to help you and you don't need to be scared of her." The utilization of aides for this kind of service is a potentiality not recognized during the training period, and which would be desirable to develop in the future.

Most aides, however, saw parents mainly on their occasional visits to the classroom. Their job was generally to "back up" the teacher *vis-á-vis* the parent. A case in point concerns a child who for a week had come to school sleepy and dazed; he was wheezing, his eyes watered, and he sniffled. The teacher sent the obviously sick child home with a patrol boy. Shortly afterward the mother arrived at school, belligerent and apparently drunk. The teacher enlisted the aide's help to convince the mother that the child was ill and needed to be put to bed. Evidently, verification from a second person was valuable.

Parents appeared to relate to aides more freely than to the teachers. "Parents feel close to us because they think of us as parents too." "They understand our language better." Sometimes parents 'separate' teachers i.e. they don't think of teachers as parents; parents feel closer with other parents.

The parent of a child who had been labeled "lazy" by the teacher came to school to protest angrily that the boy had "tired blood" as a result of being born late in his parents' lives. The aide vigorously supported the teacher's judgment of the child, but also told the mother that her own child had been dubbed lazy by his teacher, that she too had been annoyed at first, but that when she and her husband gave the child some attention with his homework, his work improved. The irate mother then softened in her attitude and admitted that her child had been putting his homework in the trashcan. Sometime later she returned to talk to the aide and admitted that the child *was* lazy; she had begun to work with him and found he could do the work if encouraged. "The teacher is married but has no children, and this mother felt she could talk to me better, especially after I told her about my same trouble."

A very dramatic instance of an aide's capacity to relate to a hostile parent occurred in a class where the teacher had referred a little girl with severe problems to a social worker. The mother came to the classroom, ostensibly to bring the child's raincoat, but actually in a rage because she felt the teacher's referral was a slur on her child. In the aide's words:

> "The mother wanted a fight—saw me at the back of the room and thought it was the teacher. She began calling me names, being nasty, and threatening me with a knife. I tried to get her to the cloakroom so as not to talk in front of the children. The mother refused and continued screaming.
>
> "I said to myself, 'Now is the time to use your psychology on this. So I looked her in the eye and told her I wasn't a teacher, but a parent who was acting as an aide. I told her I'd seen the school as a parent but didn't know till I'd been helping teachers how hard they worked and how they did the best they could for children. I told her she should come see a whole day at school for herself. She calmed down and said, 'You're the only one who understands. I should have talked to you first.' "

To the parents, the aides did not represent authoritarian figures but, rather, other not-too-highly educated parents working in the schools. This identification with parents and the community enabled many aides to

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interpret the schools' functions to parents and to convey parental concerns and problems to the schools.

Awareness of a New, Para-Professional Role

After the aides had been in the schools a few weeks, discussions of interpersonal relations became noticeably more spontaneous and sophisticated. There appeared to be a growth of self-assurance and initiative. There was a more professional evaluation of themselves, and evidence of increased self-respect. One aide, who initially had great doubts about his abilities, decided to try some of the things that had been suggested during preservice training "just to see what would happen." Much to his surprise, the children responded. The aide said that without the teacher-aide training program, especially in the area of child development and behavior, he could not have succeeded in finding a place for himself. He knows that what he wants to do with his life from now on is to help children with special needs. Several of the other aides have announced their decision to pursue a teaching career as a result of TAP experience.

A different view of the school community and the teacher emerged, as shown in changing ways of relating personally. One aide said that she was no longer afraid to ask questions at PTA meetings; another spoke of the greater ease with which she could talk to her own child's teacher.

During a seminar, one aide discussed her involvement with a family as a result of her relationship with a truant child in her classroom. When asked if she had begun to prepare the family for the termination of their relationship, she replied:

> "If I'm not going to be here, you'll have to console me first! Actually, I haven't said anything to this parent, but I might as well be honest with you about my plans. When I do tell her, I am going to give her my phone number to call me if I can be of any help to her. This may not be the right thing to do, but I like Mrs. ———; she doesn't have the ability to show the children love because she has no one to love her, and I may be of some help."

Chapter V

EVALUATION

The pervasive theme underlying the training program was that the teacher aide, while performing in the paraprofessional role of a classroom teacher's assistant, could relate directly to the children as a second adult who has time for the personal attention and interaction often lacking in their everyday lives. The thesis was that the introduction of such a person in the classroom could have a significant impact on the child's general attitude about school and thus the climate for learning.

Building on this thesis, the program of training offered to the aides in the TAP program placed special emphasis on the dynamics of interpersonal relations and insights into child behavior.

How effective was this training? To what extent did the aides understand this concept of their role? And were they able to put their understanding into effect in the schools?

Meaningful answers to these questions await the results of a follow-up study to be conducted by the Washington School of Psychiatry during the Spring of 1967. However, the questionnaire (see appendix II) distributed to the teachers by the TAP research consultant at the end of the program, together with the record of formal and informal meetings held both with teachers and aides throughout the program provide material for evaluation and discussion at this time.

Perhaps the single most important factor in evaluating the results of the TAP program is the reaction of the teachers for whom the aides worked. Throughout the program the director met periodically with principals and teachers, school by school, to raise and discuss questions of mutual concern. In this manner an ongoing evaluation of the aides' performance was achieved. At the close of the program, a meeting was held at the Washington School of Psychiatry, attended by the program director, all the principals, and two teachers from each school. Various questions of interest to the future of the aide-training program were discussed in depth. The resulting recommendations have been incorporated in this chapter.

Reference is also made to a general program evaluation study conducted at the end of the school year by the Model School Division.[1]

A summary of the results of the semantic differential study developed by the TAP research consultant to get some comparative measure of the reaction of teachers and aides to various educational concepts appears at the end of this chapter.

Who Makes a Good Teacher Aide?

Teachers, principals, and staff agree that the most vital ingredient of success in the new teacher-aide career is attitude—the personal attitude of the aide toward life generally, and his professional attitude toward his job. The professional attitude can be instilled in training, but only if a positive personal attitude is brought to the training. The aide's interests, likes and dislikes, strengths and weaknesses, his life experience, personality, and personal attitude will be more important in determing the kind of aide he will be than the training program, his school assignment, or any other single factor.

From the point of view of the teachers, the most successful aides were "willing, cooperative, enthusiastic, anxious to help, willing to learn, adaptable, versatile, flexible, talented, kind, reliable, and gentle." These aides "used initiative, brought lots of ideas, accepted suggestions readily, caught on fast, worked alone without the teacher's help, set a good example for the children, loved children, and seemed as interested in what's going on as the teacher."

Conversely, aides whose performance was less than satisfactory from the teacher's point of view were described as "limited, shy, unresponsive, loud, nervous, superior, lacking in initiative."

Although most of the aides had previously held some sort of job, very few had ever worked in an elementary-school setting on other than a volunteer basis. The majority of the aides adjusted to their new semi-professional status in the schools quickly and successfully. A few aides, however, seemed to find it difficult to develop and maintain the special sense of job responsibility required of school personnel.

Some aides reacted to the relatively relaxed atmosphere of an elementary school by relaxing their own standards of suitable attire and punctuality. Some developed other undesirable habits; two aides, for example,

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[1] Opinions of Model School Division Personnel, 1966. Study conducted by Morton H. Shaevitz, Ph.D., consultant to the Model School Division, D. C. Public Schools.

arranged to have their own kindergarten children, who attended school only half a day, spend the afternoons with them in their classrooms. Other aides chose to remain at home to care for their own children from time to time rather than seek out a baby sitter. Frequently aides failed to inform their field coordinator or principal when they would be unable to come to work.

A study of the attendance records shows that most of the aides were dependably on the job throughout their term of employment. There were of course, occasional—and expected—absences due to illness, family crises, etc. However, 14 of the aides—including some of the most capable—were absent for at least 10 per cent of the time employed.

Since a pattern of irregular attendance obviously limits the aide's usefulness to a teacher, it was urged that special attention in interviewing be given to the applicant's potential attendance. In particular, the child-care arrangements of mothers of young children, who may have extremely valid reasons for staying at home occasionally, should be considered carefully.

Job attitude was another area of weakness for some aides. Although the staff, during the preservice training week, emphasized the wide range of tasks that the aides should be prepared to perform, some of them arrived at school with a glamorized conception of the teacher's job, and, therefore, of the job of teacher's aide. Some teachers, for example, complained that their aides seemed resentful when asked to do housekeeping chores that have characteristically been performed by teachers.

These difficulties arose for the most part early in the program, while the aides were still in the process of working out their own roles in their new jobs. Later, as closer working relations were established between aides and their teachers, such behavior became rare. Nevertheless it is the consensus of teachers and training staff that more should have been done in the preservice training to foster job responsibility and the proper job attitude.

On the basis of their experience with the Teacher Aide Program, the principals suggested that mature aides were preferable to younger aides or students. "Children naturally respect a mature adult, whereas a young person tends to assume the role of a playmate." The principals did not feel so strongly, however, as to suggest that young aides be excluded from the program.

The aides who were residents of the neighborhood served by the school to which they were assigned were by and large treated with special respect and tended to have less trouble with discipline.

Aides who came from the same background of poverty as the children in the schools served by the program in many cases seemed better able than the teachers to relate meaningfully to troubled slow learners. It appears, therefore, that the new teacher-aide career represents a promising opportunity for the employment of adult members of the low-income community.

Furthermore, the experience of TAP points to the conclusion that successful performance is not necessarily related to the aide's educational background: the group of TAP aides rated in the top 27 percent for overall effectiveness [1] included some who had not completed high school. However, one problem related to previous educational background did come to light. Several of the aides had deficiencies in grammar, spelling, and handwriting which limited the jobs that could be assigned to them. Teachers told of aides who could not keep records, make flash cards, or write on the blackboard satisfactorily, because their handwriting was so poor. One aide was unable to cut paper into fourths. Most of the teachers to whom these aides were assigned were reluctant to raise these limitations as a problem lest their remarks be interpreted as criticism of the aides, who were in other ways satisfactory and, in some cases, even superior.

The experienceof TAP, therefore, does not weigh against drawing from the under-educated community for teacher aides. In fact, there is much to recommend this practice. However, a special remedial program should be considered for aides from limited educational backgrounds in order to help them perform more successfully in all areas of classroom activity.

In reference to the educational deficiencies of the aides, an unexpected development of interest occurred. Some of the aides were inspired to return to school as a result of their work in TAP. Several are taking courses in speech improvement at the local teachers' college, others are taking night courses to complete their high-school requirements, one enrolled in a college for the fall term as a full-time student and ultimately plans to become a teacher, three are planning to take college courses in education, and two are returning to school to take courses in library work.

Men are generally highly desirable as teacher aides, especially in neighborhoods like the Cardozo Area, where so many of the children come from fatherless homes. The principals feel that the male teacher aide needs to be careully chosen. Important qualifications are maturity, good grooming, purposefulness, and, if possible, athletic ability, since his

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[1] From teachers' questionnaire developed by TAP research consultant. (See Appendix III).

most important functions include setting an example for the boys, gaining their confidence, and counseling them.

The Training Program

From the Teachers View

After the aides had been on the job for approximately two months, the program director and the staff social worker conducted meetings at each school attended by the teachers to whom TAP aides had been assigned. The purpose of these meetings was to hear the teachers' reactions, identify problem areas and weaknesses, and raise further questions. These eight meetings proved to be of great value. The teachers were articulate and responsive. The material presented in this section draws heavily on the records of this round of meetings, and reflects the activity of the aides in specific areas of training as well as in the broad area of interpersonal relations.

These informal feedback meetings were supplemented at the end of the year by a formal questionnaire assigned to obtain a more accurate measure of strengths and weaknesses of the TAP program. Of the 120 teachers who participated in the TAP program, 83 replied to the questionnaire.

One indication of overall success of the program from the teachers point of view can be read from the response to the last item on the questionnaire. When asked if they would like to have a TAP aide the following year, all but three answered yes. (Two said no, and one was undecided).

In this same questionnaire teachers were asked to indicate how much help they had actually received from their aides in three activity categories. Results were as follows:

Of what assistance was the aide to you in:

A. Managerial and clerical functions?

Very helpful	65%
Some help	27%
Little help	8%

B. In working with individual students?

Very helpful	49%
Some help	45%
Little help	6%

C. In group activities?

Very helpful	67%
Some help	28%
Little help	5%

Each teacher was asked to describe an activity in which she had found the aide to be very effective. It is interesting to note that the activity categories mentioned most frequently in response to this question were areas which had been emphasized in training. (Many teachers chose to describe more than one activity.)

30% mentioned an activity relating to group work—e.g., leading a song or game, conducting a physical education class on the playground.

17% described a situation in which the aide gave special remedial help in mathematics or reading to a small group or individual children.

14% mentioned clerical work—keeping records or correcting papers from a key.

12% mentioned the preparation of classroom materials.

10% described an art activity.

10% mentioned a bulletin-board display or wall charts.

Also mentioned were activities involving "discipline," story telling, science, field trips, and housekeeping.

These formal indications of success were echoed informally by a large majority of the teachers. Time after time teachers enthusiastically reported an impressive list of "what my aide does." This comment is typical:

"My aide is so efficient, I could leave the room at any time and she would manage very well. I never have to tell her what to do, I just have to give her an idea. She planned and executed a trip to the Kennedy Playground very efficiently, and with no help at all from me.

I was absent for two weeks. When I returned everything had been kept up and was in order. I could pick up and carry right on. Usually at Easter I go home with a stack of work; this Easter I went home with just my pocketbook. When I returned she had done everything.

I wish I could have her full-time. My only complaint is that she's so good she's always being pulled for someone else."

Teachers particularly commented upon the aides' achievements in establishing a warm, personal contact with individual children. Many teachers mentioned the valuable contribution made by the aides in this area for which they were especially trained.

"My aide is not a disciplinarian but serves another valuable purpose.

She is warm and loving. The children go to her for something else and get it."

"The children love her because they can go to her and talk to her about things not related to school that I don't have time to listen to."

"She understands children."

"He's good with children who need guidance."

"Children love her."

Only half of the teachers chose to respond to the questionnaire's request that they describe an activity in which the aide was relatively ineffective. Of those who did respond, one third (16% of all the teachers involved) mentioned matters related to discipline. (Other activities mentioned included group work, work with small groups, writing, spelling and various clerical tasks.)

At meetings with the director, many teachers expressed the belief that the aides' difficulty with discipline stemmed in part from the fact that the program began in the middle of the school year. It was generally agreed that any new person entering the classroom after the beginning of the year would have trouble maintaining control of the class. However, some teachers felt that the aides should be firmer in dealing with the children. The following remarks are characteristic:

"Her attitude with children is a little too relaxed."

"She doesn't always insist that the children observe class and building regulations."

"It's a tone of voice and getting too friendly, even silly sometimes."

"She wants the children to love her."

"She uses parental attitudes."

"She spoils the children."

"He isn't bothered by noise."

The pervasiveness of this complaint suggests a potential area of conflict between the roles of teacher and aide. The aide and the teacher may have quite different standards of classroom conduct, but the aide must recognize that he takes his lead from the teacher. For her part, the teacher must understand that for the aide to be responsible for discipline from time to time, he needs to have a position of authority from the beginning. Establishing the authority of the teacher aide becomes the teacher's responsibility.

The dissatisfaction of some teachers with the aides' "relaxed" attitude points to the need for a discussion with the teachers on the role of the aide in the classroom. Most of the teachers who participated in the program, however, readily appreciated the value to the children of having a second relaxed, friendly, "even sometimes silly" adult in the room.

When asked what they felt was the "best use of the aide in the classroom," teachers indicated that they were interested in assistance with individual instruction, seatwork, follow-up activities, and clerical tasks. They stressed the need for dependability and accuracy in grading papers, taking attendance, and record keeping and for competence in such practical tasks as preparing a bulletin board. The teachers recommended that the training program emphasize these skills and other "visible" accomplishments, such as songs, games, and arts and crafts.

The Aide as a Second Adult in the Classroom

The training specialist in child behavior, the staff social worker and the consultant social worker from the Washington School of Psychiatry banded together to provide the TAP aides with insights in the dynamics of human behavior and an appreciation for the many ways in which these insights might be applied in the school setting. Quotations from the teachers in the preceding section of this chapter suggest that many teachers also appreciated this emphasis in training. Perhaps the best illustration of the aides' success in the schools, however, is to be found in this quotation from one of the principals. "Words can't describe it. You just have to see the expression on a child's face when he's talking with his teacher aide."

Also indicative of the success of this emphasis in training is a section taken from a paper describing the teacher aide's job prepared by a committee of teachers, principals and school supervisors involved in TAP during the school year following this training program. Quoting from this paper, (see Appendix VI).

> "One of the primary roles of the teacher aide is to function as a friendly adult whose attitude with the children conveys a feeling of personal respect, interest and acceptance to each child. The aide will have time and opportunity throughout the day to give direct personal attention and encouragement to every child, ranging from a conversation after school or on the playground to a wink or smile in class. Teacher aides who come from a background similar to that of the children will play a recognized and positive role in bridging the communication gap between home and school. By speaking and relating to the child in a way that he understands, the aide will help the child adjust successfully to the world of school. Contacts with parents, both in school and at home, may also be part of the aide's job in his or her role as a supportive member of the school family."

And further on, recognizing the aide's ability to cope effectively with behavior problems,

"The aide will also be alert to individual behavior problems which might lead to disruption of a lesson in progress."

It would seem that teachers and principals generally applaud this special role of the aide in the classroom.

The aides' response to the curriculum on interpersonal relationships was highly favorable and encouraging. Nevertheless, the social workers recommended a number of specific changes. They proposed that the curriculum be expanded to include more discussion of professional attitudes toward the job, embracing such areas as the aide's relationship to other aides (e.g., lending and borrowing money; occasions for exchanging gifts; preconceptions and prejudices regarding color, education, experience, etc.), expectations regarding attendance, and how to handle such matters as the school "grapevine," the administrative complexities of the school system, and the individual differences of teachers. It was recommended, further, that the social worker positions be filled by persons who have had some experience related to schools e.g. social work in a school setting, teaching, student teaching, active membership in a parent-teacher organization, volunteer tutorial work, volunteer teacher's helper experience. The social workers also suggested that source materials should be supplied for interpersonal training—for example, appropriate excerpts from Redl and Wattenberg, *Mental Hygiene in Teaching;* Arthur T. Jersild, *When Teachers Face Themselves;* and such pamphlets as *Teacher Listen, The Children Speak,* and *Teacher, These Are Your Children.* Finally, they urged that a written outline for evaluation of the preservice and inservice training be developed to help the aides learn how to evaluate a training experience.

Since it is neither possible nor desirable to separate discussion of the handling of children and their difficulties from discussion of the aides' relations to teachers, parents, and classroom procedure as a whole, it was recommended that the child-development specialist and the social worker hold joint inservice seminars. However, it was felt that the preservice courses in child development and the difficult child should continue to be taught by a child-behavior specialist, with a separate course in interpersonal relations taught by a psychiatric social worker.

The possibility of using aides to pay home visits to children who have been absent from school for a time is recommended as a new avenue for exploration. The present practice of depending on a sibling or neighbor child to carry "lessons" home leaves much to be desired. If the homework arrives at all, it is often meaningless to the child or parent unless the teacher or aide has taken the time to write a long note of explanation. Even so, it is as likely as not to be ignored. If, however, the teacher aide

personally carries some work to the child's home after school, prepared to stay for a half hour or so to talk about lessons and activities that the child has missed, this is an effective opportunity to help the child keep up with his classmates. More important, the aide's visit demonstrates the school's concern for the child's physical well being and his school work. This demonstration of personal interest and concern by someone from the school may significantly alter the child's and family's attitude about school generally.

Specific Content of Training

Language Arts

The evaluation of the language arts training component can be considered along the lines of the four major objectives of the language arts training specialist. The first two relate specifically to content and material:

1. Understanding of reasons behind a given activity.
2. Actual assistance to both teachers and children in language arts activities.

From the reports of the aides themselves, we see that many aides played a very active role in the language arts program. The following remarks are typical.

> "Our sixth grade boys like to have teams for Spill and Spell, and now they are learning their tables so they can get the scores right."

> "We have a game period now every afternoon. I borrow all the 'Go Fish' and 'Spill and Spell' games from the other aides in the school, and in this way we have enough for everybody. The children love it. And you should see them use that dictionary! I won't tell them how to spell a word. They've got to look it up. Of course, I help."

> "You remember those rhyming games? My teacher let me do them with my second grade, and now we have a project going. They're all making poetry booklets with their rhymes. They're drawing pictures on the covers, and they're going to give them to the first grade. Here's one of their poems:
>
> 'When a bird flies he waves his wings,
> And he sings.' "

> "I brought in the food pages from the paper, and I let James cut out the pictures of the things he likes to eat. He

crayoned them and we put them in a booklet. We called it James' FOOD BOOK. Then I printed the names under the pictures and he can read them fine. We're going to make another one for clothes he likes. He's beginning to read words from the board. I'm real proud."

The aides were enthusiastic about the technique of using personal-experience books with individual children. One of the aides told a story which demonstrates the success of this approach. A third-grade girl was recently transferred from a small-town country school, whose records claimed a 2.8 reading score. However, the child was unable to read any material in the classroom, and she was assigned to the aide as her special charge. The aide reported that, although she was using a pre-primer, the child seemed incapable of remembering a word for five minutes. In an individual conference with the aide, the language-arts staff member suggested that the problem might be emotional rather than intellectual, due to the move to a new and strange environment. Her suggestion was to use no texts but, rather, to engage the child in relaxed conversation, particularly about her life in the country. As the child began talking, the aide said, "This is a real story, I'm going to write it down." She did so, four or five sentences each day. Some of the titles were: "My House in the Country," "Lots of Animals," "What I Saw," "My School." The little girl was both willing and able to read her own words back and, the aide said, "These were no third-grade words. They were the kind of long words that people use when they talk." The child was extremely proud of her book. The aide had the child reread all of her stories each week, and soon she was reading from the board and the class texts. Apparently talking about her former home had served as a catharsis.

The remaining two objectives of the language arts training closely relate to the underlying theme of the TAP program:

3. Acceptance of the need for attitude of warmth, relaxation and personal interest.
4. Flexibility in adaptations to particular school situations.

The following material, reported by aides during seminars and in individual conferences with the language arts specialist, reflect not only the successful experiences of the aides in this area, but the teacher's approval of the aide's role in these activities as well.

Mrs. J.—"The children used to come to me and tell me things that were bothering them. I always had time to listen. Lots of time things happened to the children at home. I would report them to the teacher. She was very glad to hear them because she did not have time to listen.

So she let me set up a conference room. I had two chairs in the cloakroom, not in the dark corner, and when a child came and started to talk about something that troubled his heart, I said, 'Why, you just come on into the conference room with Mrs. J. and we'll talk about it.' We learned a lot about children that way. It helped a lot."

Mrs. E.—"At first the children wouldn't talk much to me. But then I showed them pictures of my family and my house, and our car, and they started asking questions. They wanted to know their names, and how old they were, and where did we go in our car. After a while they told me about their homes and their families. And when they would do something naughty, I would say, 'I know, I have a little boy, and sometimes he is naughty too. But I love him anyway.' And then they felt better."

Mrs. S.—"One little girl wasn't doing such good work, and she was real quiet all the time, so the teacher asked me to work with her. Her clothes were always clean, but they were rough dry. One day when I told her she looked nice, she said, 'Oh, no, I don't. This old dress is rough and ugly.' I said it would be pretty if it was ironed. And then she told me that her mother was on welfare and couldn't buy an iron. So I told the teacher and we got her an iron from the church group, and now that little girl is just as pretty! And her work has gone up from a U to a S, and now she almost talks too much!"

Some of the aides reported that they made little or no use of the language-arts and reading materials introduced in training because they were assigned exclusively to clerical tasks or because the teacher felt that her schedule was too tight to include games.

Although each group of aides was given a careful briefing in the facilities and use of the public library during Easter week, it was apparent from subsequent teacher comments that for some of the aides one tour was not enough. They were not sufficiently knowledgeable to take on assignments which involved a visit to the library. Obviously, more than one briefing session is required for some of the aides.

Several teachers reported that the aides required additional instruction in manuscript and cursive handwriting before they could work at the blackboard or prepare visual materials to be used by the children.

Art

As a result of their training, the aides provided new and expanded art experiences in many classrooms. The following comments were made by teachers who had been assigned TAP aides:

"The beautiful art work you see hanging up all around the room [a complete mastery of how to teach crayon-resist, tastefully matted and displayed] is all a result of my aide's work with the children. She's wonderful with them and I don't know how I ever got along without her."

"We never painted before because it was messy and I couldn't handle it alone. Since I have my aide, the paints are always ready and the children love it. Look at all the beautiful pictures hanging on the bulletin board."

Another teacher boasted about the vitality and the "new look" that the aides had brought to her school. The hitherto dreary halls were now decorated with art bulletins which the aides had mounted and paintings which the aides had helped the children to create. At another school, an aide and teacher made a most imaginative exhibit of the children's designs based upon Mondrian. They displayed the work in a special glassed-in shelved area, along with books on art that they had procured from the library.

One aide proudly showed the pictures the second-grade children had done, which she had mounted very tastefully for them to take home as Mother's Day gifts.

Two aides requested the book *Art and the Slow Learner,* which they plan to use with special children.

Aides who accompanied children on a trip to Dumbarton Oaks reported that it was one of the most memorable and beautiful experiences in their lives as well as the children's.

The art work done in a demonstration in a fifth-grade class was sent to the art fair at Kennedy Playground.

An interesting and beneficial byproduct of the art training was the carryover into the personal lives of the aides. Many of them took their own families to the museums that the TAP groups had visited. After a visit to the African Art Museum, one aide bought a membership in the museum, and several aides bought the biography of Frederick Douglass and are reading from this book to the children. Many of the aides have purchased art materials for the home use of their own children. One aide bought three of her pupils' paintings at a school fair.

It is significant to note that on the TAP questionnaire to teachers, when asked to describe an activity where the aide had been very effective, 10% described an activity related to art.

The intent of the art training was not that the aides should function as art teachers. It was hoped, rather, that the aides would gain sufficient skill, confidence, and interest to work directly with children, providing new opportunities for creative self expression. It would seem from the comments quoted above that for many aides the goal was achieved.

Music, Dramatics and Recreation

Judging from the high degree of participation by the aides and obvious signs of enjoyment reported by the observers during the preservice orientation week, the classes in music and dramatics were highly successful. Comments by the aides at the end of the pre-service training period indicate that as they moved on to their classroom assignments, the aides carried with them a store of new skills which they looked forward to using in the schools.

> "Mrs. G. gave me a most welcomed gift; the feeling of not being lost. Her training of songs and games will be of much benefit to me."

> "I enjoyed those classes so much but the time was limited. Will there be more time for songs and games? I'm sure we can use even more."

The teacher questionnaire returns in music, dramatics and recreation show that when asked to describe an activity in which the aide had been very effective, 30% of the teachers mentioned an activity related to group work—leading a song or a game, or conducting a physical fitness class on the playground.

During individual conferences with the aides in the schools, the training specialist received many questions about making rhythm instruments. Many aides were encouraged by their teachers to try a rhythm band activity with the children and did so with apparent success. Creative dramatics, particularly the paper bag dramatics game introduced during the preservice week, was a particular favorite judging from comments from both teachers and aides.

Male aides made the most use of active playground games, as was to be expected. However nearly all the aides had the experience of leading a playground activity, either with a small group or with the class as a whole.

Some aides, however, were not given the opportunity to work at all in the fields of music, dramatics or recreation. This was usually true in the case of a teacher who either didn't understand the aides' training and intended role, or who preferred to use the aide only as a clerical assistant.

Math

The aides' response to the instruction in the new math was encouraging, considering the nature of the material. Although some aides appeared confused throughout both training sessions, most of them seemed to grasp the basic concepts of the new system. There was a high level of interest and attention in these classes, and it was felt that all of the aides carried away at least some familiarity with the terms and materials used in the classroom.

Classroom Skills

The sessions on bulletin board design and construction proved to be the most valuable part of the training offered in the general area of classroom skills. Ten percent of the teachers, when asked to describe an activity in which the aide had been very effective, spoke of a bulletin board, or wall chart. During visits to the schools, members of the training staff were often drawn into a classroom by a teacher who pointed proudly to a particularly attractive or imaginative bulletin board constructed by an aide. Many school corridors featured colorful bulletin board displays which could be traced to one or another of the aides in the building. One aide, with well justified pride, called the attention of a visiting staff member to a 'nature display' on a bulletin board, the product of a follow-up project that she had conducted with a group of children after a class trip to Rock Creek Park.

The training for the aide's role as a clerical assistant to the teacher was inadequate. Teachers working with aides commented repeatedly that the aides were not prepared to take on the job of record keeping. Teachers were quite willing and did in fact take the time to explain carefully the directions and use for each school form, but the aides' performance was disappointing. Neatness and accuracy were singled out for criticism most frequently. Handwriting proved to be a handicap with some aides. It is clearly indicated that more thorough training is required for the aides in the area of record keeping. Every aide should be prepared and equipped to take on the record keeping altogether if requested by the teacher.

A more systematic program of training is also needed in the use of visual aide material and office machinery. Included in the preservice orientation should be a workshop offering instruction and practice in the operation of the ditto machine, the mimeograph machine, movie projector, film strip projector and any other audio-visual devices which are in use at the school where the aides are to work.

First Aid

It is recommended that instruction in accident prevention and emergency treatment of minor injuries be given in a workshop setting, so that aides can get actual practice in bandaging and in using the equipment available in the school health room. The case method of presentation would be particularly effective in this area.

The Training Program as a Whole — Three Problems

In their responses to the semantic-differential instruments (see p. 84), both teachers and aides gave the training program as a whole a relatively low-rating.

This finding is probably attributable to three factors: that the period of intensive preservice training was limited to only one week, that teachers and principals were involved only minimally in the planning for the training, and that the teachers themselves received no formal training or preparation in the role of teacher aides in the classroom.

The original intention was that the preservice training would be of two weeks duration. The pressures of time, however, required that this period be shortened to one week only. After completion of the preservice training period, the training specialists were in agreement that the one week had not been sufficient for the purpose. This opinion was supported later by the teachers responding to the Model School Division's end of the year evaluation study. Fifty-seven of the teachers who worked with aides under the TAP program responded to the section dealing with their experience with teacher aides. When asked for their opinion about the length of the introductory training period, forty-one or 72 percent felt that it was too short. None said it was too long (see Appendix IV).

The teachers and principals who will use the aides are among the most valuable resources in planning and operating a program of training for teacher aides. Not only are they a valuable source of information and ideas, but their active involvement in all aspects of the program is essential to its success.

Time requirements of the TAP program were such that it was not practical to consult with principals or teachers until the training program was under way. Concerned by the fact that neither teachers nor principals were directly involved in the planning and operation of the aides' training program, the program director planned a series of meetings at each school to serve the dual purpose of interpreting the training program and providing

a channel for feedback, questions, and suggestions from the teachers and principals. The meetings proved especially useful in correcting misconceptions of the nature of the aide's job and the roles of principals and teachers *vis-a-vis* the aides. However, although they did not refrain from voicing their reactions to the program and offering suggestions, the teachers displayed a certain amount of reserve. Although most of the teachers and principals were generally pleased by the performance of the aides, it seems logical to assume that their enthusiasm for the program as a whole would have been even greater had they been involved in the initial planning stages.

Teachers, principals, aides, and members of the TAP training staff at various times during the program recognized the teachers' need for formal instruction in the training and functions of aides and guidance in how to make effective use of them. The nature of the questions still raised by some teachers during the final series of school meetings clearly demonstrated this need:

"Is an aide allowed to do *teaching?"*

"Is there a limit on what aides are allowed to do?"

"Are the aides aware they're to discipline?"

"Do all the aides get the same training?"

"Do you have a list of all the things an aide is supposed to be able to do?"

"Is it permissible to give the aide homework to correct?"

The introduction of a second adult into the hitherto self-contained classroom, initially poses many problems to the teacher who, however frustrated and overworked, has worked out his own personal system of operation as the classroom teacher. The teacher, then, needs guidance and training in the art of using the aide's skills, interests, and time effectively just as much as the aide requires training in order to perform effectively.

Perhaps the chief purpose to be served by a teacher training program is the opportunity for the teachers to define for themselves the professional implications of this new pattern of classroom organization. The introduction of a teacher aide should challenge the teacher to develop himself as a truly professional person, an educator who can now devote his time exclusively to assessing and meeting the educational needs of the children.

Administration

The pattern of assignment, school by school and within each school, proved to be very important. On the basis of the experience in the eight

schools participating in the TAP program, there was a high positive correlation between the effective use of the aides (as reported by aides and teachers,) and the aide-to-teacher ratio for each school. As has been previously mentioned, one school, the Grimke school, was deliberately saturated with aides. A second school was very nearly saturated with aides, in that the number of aides, both part time and full time, was more than half the number of teachers. Each of these two schools, therefore, was able to assign their aides in such a way that nearly every teacher in the building had a teacher aide regularly assigned for at least four hours every day. At the other extreme were less fortunate schools where the number of aides was low compared to the number of teachers in the building. (See chart on page 19). The tendency in these schools was to use the aides increasingly as general school aides, assigned to one or two "home rooms," but available generally to all teachers in the building. This was a source of confusion for the aides who had in effect been trained for one role but were assigned to another.

The aide in the TAP program was trained for the role of a classroom assistant. It was anticipated that in some schools a full-time aide might be assigned to two teachers, working a half-day for each according to a schedule planned by the two teachers. The aides were told that the teacher aide's job was "to be of help whenever and wherever needed." But, the material developed and presented during the preservice training assumed that the aide would be established as the teacher's right hand, always present.

Once the aides had become established in the schools, the principal naturally looked to them when help was needed elsewhere in the school building. Aides were commonly asked to help on field trips, or when two or three extra adults were required to monitor special testing programs, to do office clerical jobs, and to take over in a classroom when it was necessary for the teacher to be absent for a time. As might be expected, aides were in demand for this type of assignment particularly in schools where the aide-to-teacher ratio was low. Not only did the principals borrow aides from the classrooms, but in some schools the teachers themselves habitually asked to borrow an aide for one purpose or another.

The principals were in agreement that they must be free to use aides as needed in the school. But the practice of pulling aides from their regularly assigned classrooms created difficulties for the classroom teacher. "It gets very frustrating," said one teacher. "You plan for an activity with the aide, then you can't carry it through." Teachers who knew from experience that their aide might be pulled out of their classroom

at any time tended to use the aide differently from those who could count on their aide's being in the classroom as assigned. The teacher quoted above reported, "I decided to play it by ear. When she's there, she helps in whatever I'm doing. But I don't plan ahead any more."

The aides themselves were generally cooperative when asked to do a job outside the classroom. However, aides who were frequently subjected to these requests also reported some frustration: "I had stayed up 'til all hours putting together my own pictures to use for a lesson the teacher was going to give the next day. First thing when I came in next morning I was told they needed me to go with an all-day field trip. I was so disappointed. I said, 'Never again.'" Furthermore, the aides have a professional need to identify with one or two teachers and their pupils.

The effective use of teacher aides can be seriously threatened unless some plan is developed which at the same time meets the principal's need for freedom to assign aides as required and the teacher's (and aide's) need for assurance that the aide will be present for planned classroom activities.

It was suggested at a teachers' meeting that a period be designated during each day when the aide might be pulled from his regular classroom if necessary. Teachers could then plan their activities accordingly, presumably happy to have the aide for that extra hour or so, but never counting on it.

We have noted that one of the eight schools which participated in TAP was virtually saturated with aides—that is, nearly every teacher was scheduled to have a teacher aide, either full-time or part-time. It was anticipated that the assignment of an entire training group to this one school would create twice as many administrative problems as when a training group was divided between two or three schools. However, the fact that the field coordinator for this group did not have to share her time between two or three principals and schools resulted in a most efficient administrative set-up. The field coordinator, in effect, became the principal's assistant in charge of all matters connected with the teacher aides. Field coordinators for the other three training groups were forced to spend much of their time traveling between their schools and hence proved to be less valuable to the principals. Often a situation requiring the coordinator's attention arose when the coordinator was working in another school, and the principal was required, in effect, to substitute. This resulted in a confusion of roles and some dissatisfaction on the part of principals. The experience would seem to recommend that aide coordinators be assigned on the basis of one to a school.

Teacher and Aide Ratings of Educational Concepts

To get some measure of their reaction to educational concepts, the research consultant developed a semantic-differential instrument for teachers and a similar but somewhat simpler instrument for aides.

The aides were asked to indicate how they felt about the following eight concepts:

1. How I get along with parents and teachers.
2. How I get along with students.
3. My discipline or control of the group.
4. What I know about teaching and learning.
5. My work in the classroom.
6. How the teacher and I work together.
7. My training program.
8. A very good teacher aide.

They rated themselves on each concept in terms of seven continuums: good-bad, happy-sad, fair-unfair, pass-fail, wise-foolish, like-dislike, pretty-ugly.

Teachers were asked to rate their aide's performance on each of these concepts, but they were given an additional 11 rating scales: dependable-irresponsible, autocratic-democratic, responsive-aloof, harsh-kindly, stimulating-dull, creative-stereotyped, responsive-evading, uncertain-confident, nervous-poised, disorganized-systematic, adaptable-rigid. Teachers were also asked to rate their aide's over-all personality.

In general, both teachers and aides gave aides a relatively high rating on concepts which may be classified under the general rubric of role definition and interpersonal relationships. Ratings of their relationships with parents and other teachers, relationships with pupils, and the work role of the teacher or the aide in the classroom, together with the concept of the ideal aide, were significantly higher than ratings on the other concepts. This is not surprising, since the chief concerns of teachers, and aides are, after all, their interaction with children and youth, parents, and other individuals within the educational community and the community at large.

The training program, discipline and control, and understanding of the educative process were consistently rated low by both teachers and aides. It may be that the teachers rated the aides as having little understanding of the educative process was due to the fact that the concept is rather abstract and not amenable to direct observation.

Classroom control is a predominant concern of teachers, whether it is defined as strict punitive discipline or the development of a superior climate for learning. Teachers tended to judge their aide largely on the basis of his success in classroom control. As yet, little attention has been given to the life style of the teacher, the degree of "fit" between the teacher and the youngsters, the congruence of goals and means, the general school atmosphere, and the needs of children as these factors affect the achievement of control. The existing ambiguities involved in classroom control are multiplied when a new professional role is being defined and developed. Questions such as the following suggest themselves: How was the aide introduced to the children and to other teachers? Were lines of authority clearly established? Did the aide familiarize himself with school and classroom rules? How did the teacher establish control? How effective was this control? Did the teacher help the aide to establish a warm yet firm relationship with the children? Was the aide sensitive to possible insecurities on the part of the teacher? What general emphasis did the school give to discipline? How "simpatico" were the teacher and the aide? Was the aide placed in situations in which discipline was a predominant factor? Questions such as these need more consideration.

Apparently the TAP training program as a whole was rated low by both teachers and aides because its purposes and procedures were not communicated clearly to all concerned. This again suggests the need to involve teachers and administrators from the start in any program to train teacher aides. Supervisors, principals, and teachers need additional perspectives and skills for dealing with a new situation.

The aides rated the relationship between the teacher and the aide consistently higher than the teachers did. This fact may be interpreted in several ways. It may well be that aides awarded this concept a higher rating because of the emphasis given to the teacher-aide relationship throughout the training program. As newcomers, the aides were attempting to define their role on the educational scene. They were apparently highly motivated to do well in the situation to which they were assigned, and they certainly regarded the classroom teacher as the pivotal figure in this situation. The achievement of rapport with this pivotal figure, through accommodation to the teacher's routines, desires, and "teaching style," was perceived as critical to success. Teachers, on the other hand, were the established professionals. Those in the Model School Division especially are involved in a myriad of projects and interact with many volunteers and supportive personnel. At least some teachers may have viewed the aide assigned to them as simply "one more person" on the educational scene. It may be that teachers would have placed a higher value on the

teacher-aide relationship had they also been given intensive training in the complexities and educational ramifications of this relationship.

Additional data were derived by comparing the responses of aides rated high, low, and average by teachers. The aides who were rated high by teachers but who rated themselves lower than this evaluation gave significantly different ratings to some concepts than did aides in the high evaluative group who also rated themselves high.

The findings of this study show clearly that the job of the aide, as well as that of the teacher using the aide, is not an easy one. A para-professional is being asked to work closely with a professional in the extremely complex matrix of relationships, knowledge, and procedures which we label "education." Training programs must recognize the challenges implicit in the respective roles of aide and teacher.

See appendices II and III for a tabulation by high, average and low evaluative groups of ratings to questions on teacher questionnaire. A detailed description of objectives, instruments, procedures, and statistical data is on record at the Washington School of Psychiatry and available on request.

Chapter VI
CONCLUSIONS

Several broad conclusions may be drawn from the TAP training experience.

There is a demonstrated place in the schools for trained paraprofessional assistants. Teacher aides who are carefully selected for their personal qualifications and fortified with an appropriate program of training can directly enhance a child's self-image and his general attitude toward school. Further, the assistance rendered directly to the teacher can significantly reduce the workload of the classroom teacher, thus enabling him to spend more time in his professional role.

The special approach to training conducted by the Washington School of Psychiatry was received enthusiastically by the aides. Anecdotal material and informal remarks by teachers and aides presented in this report support the general conclusion that classroom teacher aides can indeed utilize new insights in the dynamics of interpersonal relations in highly constructive and inventive ways.

The experience of the TAP training program leads to several other conclusions relating to specific aspects of a teacher aide program.

The Aides

1. Personal qualifications such as maturity, general attitude, warmth of personality and interest in children proved to be the most important components of successful performance, and should be given primary consideration in the selection of aide candidates.
2. Aides who come from backgrounds similar to the children in the Cardozo area were particularly well equipped to relate personally to individual children. Several instances are cited in this report which suggest that some aides may have had a significant effect on a child's general attitude towards school.
3. Although the educational background of the aides in the TAP program ranged from 10th grade to college graduate, there was found to be no correlation between education and successful performance.

4. The men aides in the TAP program were especially in demand by teachers and principals, and made a unique contribution as aides, especially in their work with boys. Special effort should be made to interest and recruit qualified men in the Teacher Aide career.

Content of Training

The specific content of training provided by the training specialists was well received by the aides, and can be said to have achieved its primary purpose in that the aides were generally equipped with confidence and skill in many areas of classroom activity.

The content of training program should be expanded, however, to include more emphasis in the following areas:

1. Job responsibility and professional conduct.
2. Details of school procedure, (lines of communication, roles of school personnel, school regulations, etc.)
3. Instruction and practice in the handwriting system used at the grade level where the aide is working.
4. Intensive instruction and practice in the various school record forms, with special emphasis on accuracy and neatness.
5. A workshop in the instruction and use of audio-visual equipment and machinery.
6. A workshop in the instruction and use of the ditto machine, mimeograph machine, and the preparation of stencils or master copies.
7. A remedial component for aides whose own inferior command of the language skills (writing, spelling, grammar) limits their scope of activities in the classroom.
8. Information about the various school and community services available in the neighborhood or city. (recreational, educational, cultural, historical, mental health, medical, etc.)

The Training Program as a Whole

1. The initial pre-service training period of one week proved to be too short. Intensive preservice training of at least two weeks duration is recommended.
2. It would have been helpful if the aides had had a particular classroom and teacher to refer to during the preservice training.
   Classroom observation periods should be built into the preservice training program, preferably observation in the classroom where the aide will actually be working.

3. The practice of dividing the aides into training groups of twenty worked well and is recommended. This staggering of the training schedule was also beneficial in that it made possible the use of a small training staff and allowed opportunity for modification and improvement of the training from week to week.

   The assignment of aides according to the grade level where they will be working may be more effective than the school by school grouping used in the TAP program. Separate training groups could be formed, for instance, for aides working in the primary grades, the intermediate grades, junior high school and senior high school.

4. Ongoing inservice training is an essential component of a training program. The inservice training seminars scheduled at the end of the school day, however, proved to be less effective than the classes held at the Washington School of Psychiatry. It is recommended instead that periodically, throughout the year, each group of aides attend a week of morning or afternoon classes. Scheduling training in large, intermittent doses would presumably be more effective than the weekly seminar plan, which typically found the aides weary and inattentive.

5. The fact that the proposal for this aide training program and the training curriculum itself were developed without benefit of advice and consultation from the teachers and principals who were to participate in the program limited the effectiveness of the aide program as it operated in the school. Active involvement of teachers and principals at every stage of the planning and operation of programs such as this is an essential ingredient of success.

6. A teacher working with a teacher aide is as much in need of formal training and preparation as is the aide himself. In order to use a teacher aide effectively, the teacher must understand not only what the aide has been trained and 'expects' to do. Teachers must appreciate the special contribution that a second adult in the classroom is able to make, and the new role which emerges for the teacher who has a regularly assigned aide in his classroom. Without the benefit of such preparation, the tendency is for the teacher to stumble towards some reasonably satisfactory working relationship with his aide, unaware of the potential for himself as a professional. A teacher training component should be built into a teacher aide program.

7. Although the various training 'courses' offered under the TAP program were well received and useful to the aides, the curriculum

as a whole could have benefited had there been a training director as such attached to the program on a regular basis.

8. The informal 'workshop' setting for all classes proved particularly effective as a means of totally involving the aides in all aspects of training.

Institutionalization and Administration

1. The temporary nature of the TAP program weakened aide morale. The importance of job security to a teacher aide who is also a head of household cannot be regarded lightly. Until the teacher aide position is included in the regular school budget, including specific provisions for performance rating, salary increments, fringe benefits and opportunities for advancement, the schools must expect a high rate of job turnover and a loss of their investment in training.

2. Many teacher aides cannot afford to be idle during the summer months. Positive step should be taken by the schools to provide summer employment for those who need to supplement their annual teacher aide salaries. (The summer Head Start program was an easy and successful solution for the TAP aides.)

3. The initial period of adjustment would have been easier for the aide had he been able to join the classroom at the beginning of the year rather than in February, when the pattern of classroom organization had become fairly set.

4. Combining part-time aides and full-titme aides within the same program does create minor administrative problems. However, part-time aide positions should be made available in order to attract into this new career women from the community who are free to work only on a part-time basis. It is recommended that part-time positions be offered only to those who are not interested in full-time work.

5. It is important that the general role and assignment of the teacher aide be clearly defined and understood by all concerned at the outset, in order that the training curriculum will be appropriate for the assignment the aide will receive. There were several cases in the TAP program where the training staff, the principal and the teacher all conceived of the teacher aide role quite differently, leaving the hapless aide caught in the middle. Such questions as classroom aide vs. school aide, and the practice of borrowing an aide for temporary reassignment to another teacher must be clearly

resolved in the interest of meaningful planning and successful operation.

6. Once the assignment has been made, the specific role and duties of the teacher aides should be defined as loosely as possible within the limits required by law and common sense. (Rigidly defining the teacher aide's job too easily can produce literal conformity.) It is recommended that the teacher-aide role be considered one and the same for all aides in training, regardless of educational background or salary level, and that teachers be permitted to use an aide freely in any situation which, in the teacher's judgment, appears to be within the aide's ability.

7. The number of aides assigned to each school should be sufficient for the demand and assigned within each school according to pattern which will insure the maximum use of their time and training. Recommended patterns of assignments are as follows:

   a. One aide to work exclusively with one teacher.

   b. One aide to be shared between two teachers according to a schedule acceptable to both teachers.

   c. One aide assigned to a group of no more than three teachers who either teach the same grade or comprise a team of teachers.

8. The role of the field coordinator in the school during the initial period of adjustment proved to be particularly valuable. The administrative detail involved in the introduction of new employees into a school proved to be much greater than anticipated. Had the coordinators not been on the scene, the burden on the principal would have been overwhelming.

   In addition to his administrative role, the coordinator, in effect, functioned as a "change agent" in the school. As such he played a key role in the transition from the first days of uncertainty to the eventual state of confidence and independence which characterized most teacher-aide relationships by the end of the program.

* * * * *

The success of the Model School Division's Teacher Aide Program is attested by the following statement, from a memorandum prepared by the newly formed Principals' and Teachers' Advisory Committee:

> . . . . The introduction of teacher aides into our schools has had a significant effect on the morale and productivity of all concerned — principals, teachers, and children. It is evident that the aides chosen

to participate in the TAP program were selected for their personal warmth and interest in children as well as for other strong personal qualifications. The contributions that these aides have already made in the schools are highly valued: by teachers, who are unwinding and beginning to see an end to their weariness, many for the first time in their teaching career; by the children, who now have someone in their school life with time for the little personal attentions often lacking altogether in their lives; and by the principals, whose faculty is generally less frustrated and overburdened with work. In short, we applaud Superintendent Hansen's statement, made last September, that "Teacher aides are here to stay." Indeed, after this taste of the good life, it would be very difficult to return to the old system." [1]

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[1] Memorandum to Robert A. Williams, Chief of Program Operations, Model School Division, February, 1967.

APPENDIX

CONTENTS

APPENDIX I

TITLE I

MODEL SCHOOL PROPOSAL — TEACHER-ASSISTANTS PROGRAM—TAP

Prepared by the Model School Division D. C. Public Schools
January, 1966

Under the provisions of Title I of the Elementary and Secondary Education Act of 1965 and the approval of the November meeting of the Board of Education, the Model School Division has been alloted funds for educational programs in areas having high concentrations of children of low income families. The following is the first submission by the Model School Division of a program for approval by the Board of Education.

In order to provide increasingly individualized treatment for deprived children, this program seeks to train and to place 100 teacher-assistants on a part-time basis in those schools of the Model School Division having a preponderance of low-income children. The teacher-assistants would assist regular teachers in clerical, remedial, enrichment and instructional activities while engaging in a bi-weekly supportive program of seminars designed to enhance the present contribution of the teacher-assistants and to prepare them for increasingly professional roles in the public schools. The program also seeks to develop experience in the utilization of supportive classroom staff in order to ascertain the patterns of classroom and school organization most appropriate for underprivileged students.

The total cost of this program should be $269,686.

A. *The Educationally Handicapped Require A Highly Individualized, Imaginative Expert, And Sympathetic Instruction*

Teachers who are overburdened with the extraordinary range of tasks demanded of them are not in a position to meet the many instructional and developmental needs of large classes of deprived children. It is therefore essential to offer these teachers some help, so as to free them to use the talents and insights they possess.

It is also important to provide teachers with the stimulation and companionship of another adult with whom to share those worries and triumphs which now are relegated to the teachers' room and quickly degenerate into frustrated griping, generally not conducive to sending teachers back to their classes renewed and eager to give still more to youngsters.

If teachers, therefore, can be given assistance, relief, and adult stimulation *in* the classroom—instead of always outside of it—it is safe to assume that they will be better able to offer the kind of expert and sympathetic instruction of which they are capable.

If the children have the chance to relate to more than one adult in a classroom, and if they have available to them the attentions of more than one adult, it stands to reason that they will receive more highly individualized even imaginative instruction.

B. *Classroom Instruction Will Be Strengthened In Two Ways By Proposed Teacher Programs. The First Approach Will Have Immediate Gain While The Second Should Yield Long Term Benefits*

Approach Number One:

Providing Immediate Assistance To The Teachers And Identifying Potential Teaching Ability.

The program will offer training and employment on a part-time basis to women from the Model School area, thus relating them more closely to the schools and bringing their understanding of their children and of the neighborhood into the classroom. It will also offer training and employment on a part-time basis to women with college degrees who wish to be involved professionally in the schools and whose background and experience offer a range of different adult models for the children. The utilization of such personnel, then, will not only benefit the teachers and the students as indicated above, but it will also identify persons with the potential of becoming good teachers of disadvantaged youth and will offer them exposure to the schools and the kind of encouragement and training that will enable them eventually to move into a teaching job themselves. All of this is one prong of the approach, one that should have immediate impact.

Approach Number Two:

Implications for The Future Restructuring Of Instruction.

The second prong looks to the future for its impact. The program offers an unusual opportunity to examine the role of supportive educational staff, flexible scheduling—particularly at the secondary level—long-term, ungraded, teaching teams, experimental classroom and school organizational patterns. All of these can be studied, and some hopefully implemented as early as September of 1966, because the teacher-assistants can

be teamed with their teacher in such a way as to comprise the most effective team and the teacher-assistants can have general supervision and direction of students under appropriate supervision, thus releasing the teachers from the necessity of being constantly present in the classroom.

C. *The Program Provides A Systematic Means Of Tapping The Impressive Reservoir Of Talent Available To The District Schools By Regularizing The Recruitment, Training, And Use of Qualified Men And Women In The Schools On A Part-time Basis.*

a. *Recruitment*

TAP personnel will be mainly recruited from two different groups of people. One group is composed of college-educated women who are reached through alumnae associations and are represented by Washington Opportunities for Women, a group that has been involved in some of the planning of this program. The second group will mainly be composed of women from the Cardozo neighborhood and can be reached not only through UPO's Neighborhood Development Centers, but through leaflets distributed in the Schools.

b. *Orientation And Training*

For the purposes of orientation and coordination, the group of 100 teacher-assistants will be divided into 5 groups of 20 each. The first group will be trained for a week and then placed in the schools—hopefully in schools close together—and, supported by a coordinator, will go right to work, meeting twice a week in their seminars as a group. Then the second group will be trained, and the same procedure will be followed with it. This staggering of the training schedule will enable the staff to repeat its basic training 5 times—and hopefully to perfect it as they go along. The training in this early phase, or orientation will tap the services of the curriculum specialists and consultants.

The Washington School of Psychiatry has expressed interest in co-sponsoring this project. In addition to providing space for offices and meetings and providing consultants, they are particularly interested in the training program. Perhaps the best way to utilize their experience and staff is to have them specifically handle the training and follow-up of one of the five groups of teacher-assistants thus also providing an important method of evaluation.

Once the initial training period has been completed, the seminar program will begin. The teachers with whom the teacher-assistants work would be asked to attend at least two seminars a month together with their assistants, to share jointly in the discussion of problems and new

ideas. The teacher-assistants themselves would be asked to attend bi-weekly seminars, some dealing with specialty areas of instruction like remedial reading techniques, and others with more general topics like the structure of the school, the resources of the community, child development, imaginative ways to handle the non-professional duties in the classroom, classroom management, the handling of difficult youngsters, the possibilities for field trips, curricular resources, etc. These seminars, which might be given at night if that time proves more convenient, would be conducted by members of the staff of the Washington School of Psychiatry, the Howard University Center for Youth and Community Studies, and the M.A.T. Program at George Washington University, as well as the curriculum specialists, members of the school system, and consultants brought in from other places.

In fact, there is even the possibility that some of the women with B.A. degrees might be acceptable to George Washington University in a lengthened M.A.T. program. In that case, the seminars which they would take would have to conform more to the course offerings in the M.A.T. program.

D. *The Teacher-Assistants Will Be Supervised By Persons Who Also Would Work Part-time And Who Thus Represent A Group Of Qualified Educators Not Presently Employed In The Schools*

Each teacher who is working with a teacher-assistant would be responsible for that assistant's work in her classroom. Assisting both the teachers and their aides would be curriculum specialists—approximately 5 on a part-time basis—who would be expert in some important area of the curriculum and who would both train the assistants and buttress the efforts of the regular teacher.

A full-time director would be responsible for the whole program: recruiting staff and assistants, setting up the initial training program, administering the program once the assistants were placed, organizing the seminar program, etc. Helping the director would be a full-time administrative assistant operating from the project office.

Finally, there would be five part-time coordinators, hopefully persons who have taught before and know the schools, who would help run the initial training program for one group and then would move into the schools with that group, providing on-the-spot coordination and assistance both to the TAP personnel and to the teachers and principals.

E. *The Task Performed By The Teacher-Assistants Will Vary With The Talents Of The Assistant And The Wishes Of The Teacher*

In the elementary schools, the jobs assigned to the teacher-assistants will, of course, vary from team to team, some teachers choosing to use the talents of their assistants in one way, others deciding to assign still different tasks to their aides. Or a school could decide to have a pool of assistants who were available to a group of teachers. This might entail a lot of planning among the teachers, but it would enable a single teacher to have as many as 4 other persons available to her students, thus producing opportunities for highly individualized instruction. If this plan were chosen by a school, a team of assistants might be composed of persons with different skills and interests, so that a team could provide a remedial reading assistant, a dramatics assistant, a person talented in the field of art, a person with office skills who would be able to handle typing, duplicating, and clerical duties for a number of teachers, etc. The disadvantage of this approach is that it would probably not produce deep relationships between the assistant and a number of children with whom she would be regularly working. But its advantages might outweigh its disadvantages for a particular school.

While the tasks to be performed by the TAP personnel will vary according to the abilities of the assistant and the wishes of the teacher, they generally would involve everything from handling clerical work, helping with small groups, helping with audio-visual aids, to supervising individual problem children, supervising individual remedial work, arranging and chaperoning field trips, meeting with parents, and even teaching individual lessons.

F. *The Part-time Aspect Of This Program Is Built On A Number Of Assumptions:*

1) Most teachers, though they need an assistant, would find it difficult to have one with them all day long. They can use her more efficiently and with greater satisfaction if they know what hours she will be available to them, and if they can plan with her presence in mind. Of course, the teachers will have to determine the amount of time that will make it worthwhile for them to cope with the initial difficulties of having an assistant. An hour or two of an assistant's time might be more trouble to them than it is worth. Presumably, 15 hours a week would be valuable.

2) We assume that most women available for this sort of position already have families or other commitments which prohibit their working full-time. This is equally true for women with B.A. degrees and those without.

3) We assume that those jobs will be filled primarily by women. They represent the greatest untapped resource the schools have. And not only

is this true of women who live in the neighborhood of the schools. There are today in the United States 3½ million college-educated women, most of them eager for some sort of commitment outside the home but unable to give that commitment more than a portion of their time. Washington has more than its share of this talent. And Washington schools certainly have at least their share of problems, problems which include a shortage of good teachers. Although this program does not envisage working exclusively with college-educated women, it does point the way towards a method of involving such women while at the same time having them learn about the problems of disadvantaged children not only by working with them in the classroom but also by relating on an equal basis for equal pay with the mothers of those children. Should the possibility of their earning an M.A.T. degree from George Washington University come to tuition, this program would provide exceptionally good experiences for women who might then seriously consider entering the field of teaching.

4) By building in part-time supervisory jobs, the program is also able to tap a number of highly trained and experienced women who, for various reasons, do not wish full-time employment in the schools, but who are willing to return to the educational field on a part-time basis.

G. *The Cost Of This Program Is Estimated At $269,686.*

APPENDIX II

QUESTIONNAIRE TO TEACHERS PARTICIPATING IN TAP PROGRAM, MAY, 1966

Name of Teacher: .....

1. Of what assistance was the aide to you
   a. in managerial and clerical functions:
      very helpful ..... of some help ..... of little help.....
   b. in working with individual students:
      very helpful ..... of some help ..... of little help.....
   c. in group activities:
      very helpful ..... of some help ..... of little help.....

2. Briefly describe an activity in which you found the aide to be very effective and tell why.

   .....

   .....

   .....

   .....

3. Describe an activity in which the aide was not as effective and tell why.

   .....

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   .....

4. What do you feel is the best use of the aide in the classroom?

   .....

   .....

   .....

5. How would you improve the TAP training program?

   .....

   .....

6. Would you like a TAP teacher aide next year? Yes ..... no .....

APPENDIX III

TABULATION BY HIGH, AVERAGE, AND LOW EVALUATIVE GROUPS OF RATINGS TO QUESTIONS 1 AND 6 ON TEACHER QUESTIONNAIRE.

		Very Helpful	*Of Some Help*	*Of Little Help*
Managerial and Clerical Tasks	High	19	3	0
	Average	19	13	3
	Low	10	9	3
Working with Individual Students	High	17	5	0
	Average	16	17	1
	Low	4	15	3
In Group Activities	High	18	4	0
	Average	24	11	0
	Low	7	13	2

6. Would you like a TAP Teacher Aide next year?

	Yes	*No*
High Group	22	0
Average Group	44	1
Low Group	21	1

Low Evaluative Group—Teachers' Comments on Questionnaire

2. Activity in which Aide was effective.	*Number of Responses*
Clerical and Managerial	8
Individual Assistance ...Help with various	3
Small Group .....Subject areas	1
Physical Education — Playground	3
Reading Stories	1
Bulletin Board, Art	2
Songs and Games	5
Science Demonstrations	1
Milk Program and Toilet Periods	1

3. Activity in which Aide was not effective	
Management and control of class or group	4
Mark Papers—forgetful, not accurate	2
Bulletin Board	2

4. Best use of Aide in classroom — *Number of Responses*

Clerical	8
Managerial and should have control and discipline	6
Assistance to individuals (remedial or reinforcing)	6
Others: (one each) bulletin board, playground, trip, reading, toilet period and show initiative	6

5. How would you improve the TAP Program?

One Aide-one teacher all day	1
Start first of school	1
Workshops before classroom experience Actual experience, observation and evaluation rather than all seminars	4
No familiarity with training program	2
Include people with modern experience in elementary education	1
Give experience in:	
Bulletin Boards	3
Background in knowing what to do—discipline	2
Outdoor play, art, music, clerical, cursive writing (one each)	6

High Evaluation — Teachers' Comments on Questionnaire

2. Activity in which Aide was effective — *Number of Responses*

Individual Assistance (warmth and affection—love and interest to slow learners)	6
Small groups	2
Supervision, Demonstration, Follow-Up	3
Clerical (dependable, good handwriting, good organization)	6
Physical Education, games, play	4
Reading, Story House (relates to children, expression)	3
Bulletin Board	2

3. Aide was not as effective as desired

Playground (no control)	3
Blackboard	1
Work with children—noise	1
Overly friendly in playground	1
Bulletin Board	1

4. Best use of Aide

	Number of Responses
Clerical	12
Individual Assistance and Follow-Up	8
Seatwork	3
Managerial and Charge of Class	3
Reading and Telling Stories	2
Physical Education—Playground	4
Arts and Crafts, Bulletin Boards	3
Group Activities	3
All Activities	1

5. How would you improve the TAP Program?

Fewer seminars and held at times other than when Aides in classroom	2
Satisfied with work	1
Give more Teacher Aides	1
Don't know	1
Aides to observe classroom	1
Begin at start of school year	1
Have guidelines showing abilities	1
Consider grade levels in training	1
Train to discipline children	1
Train to use mimeograph	1

APPENDIX IV

SECTION OF MODEL SCHOOL DIVISION PROGRAM EVALUATION QUESTIONNAIRE PERTAINING TO TEACHER AIDE PROGRAM, INCLUDING TABULATION OF ITEMS RELEVANT TO THIS REPORT, AND CONTENT ANALYSIS OF OPEN-ENDED QUESTIONS.

NEW METHODS IN ORGANIZING AND USING CLASSROOM PERSONNEL

1. Have you participated in any new methods in organizing classroom personnel during the past year? (1) Yes ——
(2) No ——

If yes, please answer the following questions.
If no, go on to next section (page 19).
What program was this? (If more than one, please check that program with which you have had *the most experience.* Answer the questions in this section about the program you have checked.)
(1) ungraded primary ——
(2) ungraded intermediate ——
(3) associative team teaching ——
(4) teachers aide program **57**
(5) other (specify) ——————————
Please write the name of the program you have checked on the top right hand corner of the pages in this section (pages 17-18).

2. Do you feel that this way of organizing teachers or students is better than the traditional way? Please check:

(1) Yes	**22**	**(39%)**
(2) Yes, with modifications....	**20**	**(35%)**
(3) No	**1**	**(2%)**
(4) Not sure yet	**6**	**(11%)**
No answer	**8**	**(14%)**

If you checked number 2, what modifications would you consider important?

.....
.....
.....
.....
.....

3. In your opinion, what has been gained by this change?

	Great Gain						No Gain
(1) improved curriculum	1	2	3	4	5	6	7
(2) stimulated teacher interest	1	2	3	4	5	6	7
(3) reduced administrative duties for teachers	1	2	3	4	5	6	7
(4) stimulated student interest	1	2	3	4	5	6	7
(5) increased student self-confidence	1	2	3	4	5	6	7
(6) raise student aspirations	1	2	3	4	5	6	7
(7) increased cooperation between teachers	1	2	3	4	5	6	7
(8) increased students' motivation	1	2	3	4	5	6	7
(9) increased ease of teaching	1	2	3	4	5	6	7
(10) increased ease of learning	1	2	3	4	5	6	7
(11) improved communication between teachers and students	1	2	3	4	5	6	7
(12) improved communication among teachers	1	2	3	4	5	6	7

4. The following sentences concern different aspects of the *training and application* of this program. Please complete the sentences by checking the phrase which *best* describes your experience:

The introductory training period was:	(1) too short	**41**	**(72%)**
	(2) just right	**9**	**(16%)**
	(3) too long	**0**	**(0%)**
	N. A.	**7**	**(12%)**
The follow-up training was:	(1) inadequate	**28**	**(49%)**
	(2) adequate	**18**	**(32%)**
	(3) too much	**0**	**(0%)**
	N. A.	**11**	**(19%)**
The time between the training period and the classroom application was:	(1) too long——		
	(2) just right——		
	(3) too short——		

The amount of supervision was:	(1) too little	**27**	**(47%)**
	(2) just right	**15**	**(26%)**
	(3) too much	**2**	**(4%)**
	N. A.	**13**	**(23%)**

The materials were:
(1) hard to use
(2) neither hard nor easy to use——
(3) easy to use—

Obtaining the materials on time was:
(1) very difficult——
(2) difficult
(3) fairly easy——
(4) simple——

Preparation time necessary was:
(1) much longer than before——
(2) same as with former methods——
(3) much shorter than before——

5. How would you describe the response of your pupils to this program?

(1) favorable — unfavorable

1	2	3	4	5	6	7	N.A.
23%	**21%**	**18%**	**23%**	**5%**	**2%**	**2%**	**7%**

(2) not interested — very interested

1	2	3	4	5	6	7	N.A.
2%	**2%**	**4%**	**30%**	**9%**	**12%**	**21%**	**21%**

6. Did you have any contact with the parents of pupils concerning this program?

Check: (1) Yes ——
(2) No ——

If yes, what was their general response?

(1) favorable	1	2	3	4	5	6	7	unfavorable
(2) not interested	1	2	3	4	5	6	7	very interested
(3) support the new method	1	2	3	4	5	6	7	resist the new method
(4) eager to cooperate	1	2	3	4	5	6	7	uncooperative

7. How do you feel about this program?

I like it					I do not like it		
1	2	3	4	5	6	7	N. A.
33%	**25%**	**9%**	**16%**	**2%**	**5%**	**0%**	**12%**

8. Do you think that this program should be continued next year?

definitely yes					absolutely not		
1	2	3	4	5	6	7	N. A.
46%	**26%**	**5%**	**5%**	**2%**	**4%**	**2%**	**11%**

9. From your experience, can you suggest any ways of improving this program?

.....
.....
.....
.....

10. Comments:

.....
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.....
.....

CONTENT ANALYSIS, QUESTIONS 2, 9 AND 10

A. Teachers' Suggestions for Modifications or Improvements in the TAP Program N = 40

The questionnaire asked teachers who had participated in the Teacher Aide Program, "what modifications would you consider important?" and "can you suggest any ways of improving this program?" Teacher responses fell into four major categories.

Category	*Frequency of Response*	*Percentage of Teachers*
AIDE TRAINING		
More training generally	11	27.5%
More in-service training specifically geared to classroom mechanics (record keeping, use of audiovisual equipment)	8	20 %

N = forty teachers responding in the eight Title I elementary schools which participated in the TAP Program.

More training specifically geared to curriculum and child development	4	10 %
Training in professional conduct and roles	2	5 %
Training to include classroom observations	2	5 %

AIDE QUALIFICATIONS

Better qualified aides who can cope with all duties and adjust to classroom and children; who can control classroom activities	7	17.5%
Aides at least high school graduates	2	5 %
Greater sincerity of purpose and dedication	2	5 %
More maturity	1	2.5%

AIDE INSTITUTIONALIZATION

Provide aide for each teacher	7	17.5%
Improve aide-teacher relationship through more communication and teacher training	5	12.5%
Aide duties more clearly defined	4	10 %
Permanent program with a future and higher salaries for aides	2	5 %
Aide working hours to coincide with school hours	1	2.5%
Train children and parents to show more respect to aides	1	2.5%

ADMINISTRATION OF PRO RAM

Better on-the-job-supervision	4	10 %
Begin program in September	4	10 %
Better communication between teacher and supervisor	2	5 %
More care in assignment of aide to specific class	2	5 %
No intrusions into classtime for inservice	2	5 %
Make all aides floating or roving aides	2	5 %
Do not pull classroom aides from the classroom	2	5 %
Reduce added paper work and workload for teacher	2	5 %
Parents should not be aides in their children's school	1	2.5%

B. Teachers' Comments on the TAP Program N = 11

The final question in the Teacher Aide Program section of the questionnaire simply asked for "comments." Eleven teachers responded, and their responses are presented in their entirety. Responses are grouped roughly by their similarity of content and similarity of attitude about the program. Seven of the eleven teachers exhibited a definitely positive attitude; one teacher simply asked for more aides; three teachers exhibited a negative reaction.

"I think the teacher aide program was beneficial to all concerned: pupil, teacher and aide. We all learned a lot. I believe the aide program will or can serve as a means of getting more parent interest and cooperation in the school."

"I enjoyed working with the program because it gives those pupils who need it, but heretofore could not always get it, the attention and recognition they need to feel confident."

"The aides allowed teachers to divert energy to instruction. They participated efficiently in all non-teaching programs."

"The aides have been helpful by giving teachers more time for teaching."

"All aides have been an asset in that teachers are free from trivial duties."

"I would like to have another teacher aide next year. The children and I enjoyed the one we had this year."

"I would like to have an aide next year."

"By all means have a sufficient number of aides."

"An aide is a definite relief person for the teacher. However, I feel that too many aides are just wasted personnel in that they are so poorly equipped and/or interested in their positions."

"The type of child in this classroom is unable to have even the intervention of another person in the classroom. Instead of having a calming effect on order, it can cause a disrupting influence."

"Spend the money where it is really needed. More schools, more teachers, more materials, higher salaries. We spend too much time thinking up work for the aide."

N = eleven teachers responding in the eight Title I elementary schools which participated in the TAP Program.

APPENDIX V

Report of Seminars
Teacher Aide Program (TAP)
Model School Division

Date	*Purpose*	*Outcome*
4/1 Cleveland	Mrs. Walker, Wolfe. To learn from aides the kinds of classroom experiences they were having; to consult aides on any difficulty with their teacher-aide relationship; to re-establish the identity of the aides as a group.	Aides shared experiences in the classroom; none expressed difficulty with teachers. One aide recounted a traumatic experience with a parent in which she, not teacher, took lead in calming the irrational visitor. Observed that one aide is pregnant and has not taken responsibility for discussing this with coordinator. *Attendance*—16.
4/5 Grimke	Mrs. Fishback. To enforce and help with attitudes in child-aide relationship.	Good seminar. Aides cooperative and receptive. *Attendance*—19.
4/5, 4/6 Scott Mont. 4/20, 4/22 Morse 4/27, 4/28 Grimke	Mrs. Heilman. Conducted workshops in the classrooms, demonstrating the use of poetry and music in conjunction with the art project.	The children, teachers and aides responded enthusiastically and were delighted with the imaginative and beautiful bird-mobiles that resulted. One teacher commented on the increased self-confidence with art materials the experience imparted to some of the older boys in the class. *Attendance*—1-3 aides per workshop.
4/7 Parkview	Mrs. Goldenberg. To teach use of movie projector; to design bulletin boards as assigned by teachers.	Each aide tried to thread projector—all participated. The teachers had not carried through and given the aides bulletin board assignments but aides went ahead and designed some as the others were working with projector. *Attendance*—16.
4/7 Garrison, Harrison,	Mrs. Kear. To present aides with additional techniques and materials that could be of value in giving individual or group help in remedial reading and oral language—rhyming games—shape games — observation games — animal rummy.	Further enrichment of aides in use of materials; heightened awareness of potential learning possibilities inherent in easily-overlooked materials. *Attendance*—15.

4/18 Grimke	Mrs. Fishback, Walker, Wolfe. To help aides express their questions, concerns and feelings about: their role in relation to the teacher's role; their role with parents; and their role with schoolchildren if they live in the neighborhood and/or have children in the school.	Discussion came slowly, but picked up as they sorted out the applicable for themselves, individually. From the exchange, they widened their perspective of an aide's role and recognized new factors influencing it. *Attendance*—18.
4/21 Garrison, Harrison	Mrs. Goldenberg. To review songs and games from the training week. Taught playground games and the use of a tape recorder.	Successful. There were requests for specific types of games which I taught as the request was made. *Attendance*—13.
4/21 Parkview	Mrs. Fishback. To enforce and help with attitudes in child-aide relationship.	Very lively session. Great interest on the part of the aides in discussing problems. *Attendance*—17.
4/25 Scott Mont.	Mrs. Wolfe, Walker. To help aides express their questions, concerns and feelings about their role in relation to teachers' roles and parents' roles.	Aides expressed varied degrees of comfort with the teachers' role; none felt positively uncomfortable. Aides acknowledged having a unique role with parents because of their ability to communicate and identify with parents. *Attendance*—19.
4/28 Garrison, Harrison	Mrs. Fishback. To enforce and help with attitudes in child-aide relationship.	A very good discussion, hampered by the late arrival of the Harrison aides. Some side discussion but good group interest. *Attendance*—15.
4/28 Parkview	Mrs. Kear. Purpose: Discussion and analysis of: 1. Value of reading games distributed during Easter week. 2. Variety of uses of games that have been devised by the aides. 3. Teacher and class reaction to games. 4. Problems encountered by limited play area—how handled by aides having playground duty. 5. Variety of classroom skills that can be developed by new game (animal rummy).	Sharing of original ideas, clarification of uses of games, opportunity for clarification of personal problems. *Attendance*—16.

Report of Seminars
Teacher Aide Program (TAP)
Model School Division

Date	*Purpose*	*Outcome*
5/2 Grimke 5/5 Parkview-Cleveland 5/12 Garrison, Harrison	Mr. Brown, New Math Seminars: to provide the aides with some basic concepts and a knowledge and recognition of symbols used in teaching new math.	Aides actually gained experience in computations using the new math system and terminology so that hopefully they would be able to reinforce the teacher in assisting pupils who might need additional drill. *Attendance*—19, 17, 16.
5/4 Garrison, Harrison 5/11 S. Montgomery	Mrs. Heilman. Art workshop in the classroom, covering the work of Mondrian, accompanied by music. The children drew abstract designs and the aides observed and assisted.	The children in many instances showed that they understood the basic structure of Mondrian — and admired their exciting designs. The procedures were easily understood, so that the aides could actually carry on a project by themselves in a classroom when called upon. *Attendance*—1-3 aides per workshop.
5/9 Grimke	Mrs. Kear. To enlarge the techniques of the aides with the use of two books: *Listening Aids in the Classroom and Reading Aids in the Classroom.*	Certain techniques were selected from the books by age group; their use and value was discussed. Aides gave suggestions on variations and demonstrated their ideas. *Attendance*—18.
May 10 Grimke May 17 Morse May 24 S. Montgomery	Mrs. Heilman. Trips to Dumbarton Oaks. On each trip 60 children with aides and teachers saw the gardens and galleries.	Divided into two rotating groups for lectures on Byzantine and Pre-Colombian art. The children and aides had a wonderful time visiting the gardens and enlarged their knowledge of art. *Attendance*—2-3 aides per trip.
5/12 Parkview	Mrs. Heilman. Sketching outdoors.	Both aides and children learned new techniques of drawing and an awareness of the forms of the world around them. *Attendance*—3 aides.

5/12 Parkview, Cleveland	Mrs. Walker, Wolfe. To provide aides an opportunity to express their questions, feelings and problems about their role in their relationships with teachers and parents.	Several aides were having great difficulty in performing their role because of a difference between their conception of role and the teacher's. The aides having no difficulty with role identity were those whose teachers saw the aide's role the same as they did. Some aides had adjusted their role to the teacher's conception, and others resolved to try this as a salvation to their difficulties. Parents seemed to perceive aides as a school person with whom they identified more easily. *Attendance*—9.
5/16 S. Montgomery	Mrs. Fishback. To enforce and help with attitudes in child-aide relationship.	A lively discussion with good group participation. *Attendance*—17.
5/16 Grimke 5/23 S.M., Morse 5/26 Garrison, Harrison	Miss Matthews. First Aid Seminar. To provides aides with a basic knowledge of proper procedures to be followed in accident emergency care in the school or on the playground, with emphasis that this is "emergency care," not first aid treatment.	Aides gained realization that when accidents occur, extreme caution must be exercised on the part of any inexperienced person in handling the situation but that specific steps can and should be taken until proper assistance is available. *Attendance*—18, 17, 15.
5/18 Parkview, Cleveland	Mrs. Heilman. Conducted workshops in the classrooms, demonstrating the use of poetry and music in conjunction with an art project.	The children, teachers and aides responded enthusiastically and were delighted with the imaginative and beautiful bird-mobiles that resulted. *Attendance*—1-3 aides per workshop.
5/19 S. Montgomery	Mrs. Walker, Wolfe. To provide aides an opportunity to express their questions, feelings and problems about their relationships with teachers and parents.	Generally, the group felt that their role, as seen by teachers, was not a problem. The exception was that of a teacher not leaving any plans or guidelines for aides when aides had to hold classes during workshops, meetings, etc. Among this group, aides' experiences with parents seemed to be numerous, and parents seemed to really use aides as a link between home and school. *Attendance*—12.
5/25 Garrison	Mrs. Fishback. To enforce and help with attitudes in child-aide relationship.	Slow getting started. After things warmed up, the group participated well. *Attendance*—13.

Additional Activities

Folksinging Demonstrations

Mrs. Goldenberg

May 5—Scott Montgomery, Bundy, Morse—7 classes
May 10—Cleveland—4 classes
May 11—Grimke—5 classes
May 17—Garrison—4 classes
May 18—Scott Montgomery, Bundy, Morse—7 classes
May 19—Grimke—6 classes

Individual Consulation

Mrs. Kear:

May 11—Group IV
May 18—Group II
May 25—Group I
May 30—Group III

Mrs. Goldenberg:

May 5—Group III
May 11—Group I
May 18—Group III
May 25—Group IV

Mrs. Fishback:

May 4—Group I
May 11—Group II
May 18—Group I
May 25—Group III

Mrs. Heilman:

May 4—Group II
May 5—Group IV
May 11—Group III
May 18—Group IV
May 25—Group II
May 30—Group I

APPENDIX VI

JOB DESCRIPTION FOR THE TEACHER AIDE

Model School Division

The thesis underlying the Teacher Aide Program is that the addition to the classroom of a second adult, carefully selected and trained to work with children and to provide direct assistance to the teacher, will significantly improve both teacher and pupil morale and the educational program in general.

Broadly defined, the teacher aide's job is to assist a classroom teacher in any area which falls within the aide's ability, according to the judgment of the teacher. The only limits to the possible dimensions of the teacher aide's job are the following:

1. Aides should *not* engage in activities which normally do not fall within the realm of the teacher's responsibilities. (e.g., custodial chores.)

2. Aides should *not* engage in activities which are classified as developmental teaching, e.g., introducing new concepts or academic material.

The teacher's aide's job can best be described as a composite of five distinct roles. In the course of a single day, the teacher may well perform in all of these roles which together make up and define the teacher aide's job. These five distinct roles are described as follows:

(1) *A Supportive Role of the Second Adult in the Classroom*

One of the primary roles of the teacher aide is to function as a friendly adult whose attitude with the children conveys a feeling of personal respect, interest and acceptance to each child. The aide will have time and opportunity throughout the day to give direct personal attention and encouragement to every child, ranging from a conversation after school or on the playground to a wink or smile in class.

Teacher aides who come from a background similar to that of the children will play a recognized and positive role in bridging the communication gap between home and school. By speaking and relating to the child in a way that he understands, the aide

will help the child adjust successfully to the world of school. Contacts with parents, both in school and at home, may also be part of the aide's job in his or her role as a supportive member of the school family.

(2) *Classroom Housekeeper*

The teacher aide will be prepared to take responsibility for the neatness and appearance of the room. The aide will be responsible for maintaining a sufficient stock of expendable supplies as books and other instructional materials. It is expected that the aides will involve children in classroom housekeeping activities as much as possible.

(3) *Teacher's Clerical Assistant*

The teacher aide will be responsible for handling all routine clerical jobs connected with classroom operation, e.g., stamps, notices to go home, etc. (Teachers will remain responsible for official classroom records). In addition, the aide will serve as the teacher's assistant in preparing instructional materials, operating duplicating and audio-visual machinery, correcting papers, keeping track of library books, etc.

(4) *Teaching Assistant*

Under direction and supervision of the teacher, the aide will work directly with an individual child or a group of children in activities related to instruction and enrichment activities, such as language development, remedial reading games, and number facts games. At other times the aide will assist the teacher before or during a lesson, e.g., prepare materials for an art lesson, or clarify instructions to a child working independently. The aide will also be alert to individual behavior problems which might lead to disruption of a lesson in progress.

(5) *Monitor and Instructor*

From time to time the aide will assume responsibility for a group of children or the entire class while the children are working independently on assignments left by the teacher or while they are engaged in some other activity outside the classroom (playground, lunch, etc.). The aide will also be prepared to lead the class in

various non-academic activities such as singing, physical exercises, simple art projects, etc.

Qualifications for the Teacher Aide Job

Selection should be on the basis of personal interview, with emphasis on such qualities as maturity, warmth of personality, and sympathetic interest in children.

Training

An appropriate program of training should be provided primarily on an in-service basis, with particular emphasis on subjects which will increase the teacher aide's understanding of child behavior and his or her skill in working with children.

Prepared by the
TAP Advisory Committee

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