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By-Roth, Audrey J.

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Higher junior college enrollments present problems for English teachers. Not only is it required for most students, but there are few, if any, automated aids for composition instruction or theme grading. This scarcity can be met most logically by use of paraprofessional aides, able to do more than handle materials, machinery, or clerical work. They could arrange field trips and small-group projects, tutor individuals, and (as lay readers) grade themes and confer with teacher and student about them. Students who teach and help other students generally improve their own school work. Such aides, perhaps degree holders or junior college graduates, can perform extended duties, e.g., counseling, even more important in college than in high school. The author offers a program for developing these aides. English departments should: recruit them from the total community (even eliminating the obstacle of certification); capitalize on the energy released by relating learning to teaching; encourage the self-scrutiny induced by helping others; urge the aide to work into the professional rank; appreciate the special relationship between student and aide; provide such opportunities as in-service training for the aide's career advancement; adjust professional roles as the aide's responsibilities increase; use the teacher's creative time thus released; recognize the creative student energy released by the new program. [Not available in hard copy because of marginal legibility of original.] (HH)

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REPORT OF A STUDY PROJECT ON PARAPROFESSIONALS

IN JUNIOR COLLEGE ENGLISH DEPARTMENTS

(INCLUDING A PROPOSAL FOR USE OF PARAPROFESSIONALS  
AND RECOMMENDATIONS FOR ITS IMPLEMENTATION)

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

Audrey J. Roth  
Department of English  
Miami-Dade Junior College  
June 12, 1969

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The phenomenally quick growth of the junior college system---it is estimated that one new college opens each week---and the increased number of students in each junior college places strains upon the teaching staff. In particular, the English teaching faculty feels the pressures of this rapid growth because while students are "spread out" over most courses, English is usually the subject required of all students in all programs, transfer or terminal, technical or academic. No wonder that English is the largest single department in 70% of all junior colleges in this country.

Some statistics attendant upon this growth are staggering to the imagination. Junior college English departments would need 1800 new M.A.'s a year for the next ten years just to keep up with the present rate of growth! By 1975 we will need 300% of the available M.A.'s in English just to staff the junior colleges!<sup>1</sup>

Clearly, new ways of staffing the junior college English

<sup>1</sup> These figures are from Richard Worthen's notes and are based on studies and projected figures.

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departments will have to be found if students are to be given anywhere near the attention they have had in the past from teachers. One course of action is to turn increasingly toward mechanical aides to learning. Elaborate multi-campus television consortia and new types of computer-assisted techniques are being developed. Our own school has attempted to use the mass lecture method with slide-tapes and films.

Such methods have their place in learning. But as long as composition remains the basis of most freshman courses, as it presently is in almost all junior colleges (as well as in universities and other four-year schools), there will have to be student writing and someone will have to read the themes, recent computer-grading developments notwithstanding.

Composition has traditionally been approached from two points of view: either as a twentieth-century application of what Aristotle was talking about or as a kind of journeyman job of cleaning up the writing of students. There is now a different view---writing not as recording in respectable language what we think but first as a means of finding out what we think, not initially as a means of presenting ourselves to others, but as a means for finding out for ourselves who we are; not as a means for describing phenomena, but as a means for imposing workable order on the phenomena. Any student who doesn't know what he thinks, who doesn't know who he is, who hasn't periodically asked the question: "Am I still the same person?", who genuinely doesn't know how to go about sorting and ordering the pieces of the world in which he lives---any such student needs something far more important than grammar, even though all his participles dangle and all his subjects and verbs are in outright disagreement.<sup>2</sup>

Whether one subscribes to this approach to composition, or to another theory, there is still the problem of conducting

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<sup>2</sup>Robert F. Hogan. Speech at an Invitational Workshop, American Association of Junior Colleges Annual Convention, Atlanta, Georgia, March 3, 1969.



the writing class. If one does agree with this statement, there is even more work to do than simply proof-read a paper for mechanical errors. And that work requires a person, not a machine in the room with students.

I will not mention here the entire area of the contemporary college student's resentment at being a number on a punch card, a cipher his "teacher" does not recognize, either in class or out. Although our English teachers do see students in small groups, many/<sup>2</sup>students still feels that classes are not small enough for the teacher to know him (or for him to know the teacher) in more than a cursory way.

Clearly a great many skills---tying knots, sailing a boat, skiing, playing tennis, and all sorts of like things---are almost invariably learned on a kind of one-to-one basis. Similarly we know that in fact complicated things like composition, the reading of literature, modes of discussing ideas, and the like are to a large extent for many people certainly best learned in the same fashion. The high place which we give to the conference as a mode of instruction and an indispensable part of a composition program testifies to this.<sup>3</sup>

With learning theory and student desires pointing to lower teacher-student ratios, and with all the facts of contemporary junior college life pointing to increasing ones, clearly there needs to be some new approach to the situation, one that will bring back the most desirable teacher-student relationship. Without change, certainly the suggested NCTE workload guidelines, endorsed by the National Junior College Committee in 1968, will be difficult to reach. That document

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<sup>3</sup>Richard Beal in a letter to Richard Worthen containing comments and summary after a meeting about paraprofessionals at the Northeastern Conference on English in the Two-Year College held March 21-22, 1969 in Philadelphia, Pennsylvania.

("The Workload of a College English Teacher," A Statement of Policy) is the official position of the National Council of Teachers of English and on page 3 states:

1. A weekly teaching load of no more than nine hours should be considered the standard load for college teachers of English. And under no circumstances should any English teacher's weekly load exceed 12 hours.
- • •
4. In all writing courses---especially in freshman composition courses (including remedial, noncredit, or non-transfer courses)---a reasonable class size is 20 students. In no case should these classes exceed 25 students.
5. Ideally no English teacher should teach more than 50 composition students; under no circumstances should he teach more than 75.

One present possibility for approaching adherence to both faculty and student needs and to the policy statement seems to lie in helping a teacher to use his classroom and office time most effectively so that he can spend that time doing what he alone is equipped to do best. This can be accomplished by training others to assist the teacher with what he does that he need not do for his students in person or continually.

Public schools are increasingly coming to employ teacher aides and other paraprofessionals, notably in the elementary grades.<sup>4</sup> In 1968, California passed the Instructional Aide Act which permits school districts to employ non-certificated personnel to assist teachers in the supervision and instruction of pupils. At New York University the New Careers

<sup>4</sup> Many references notes in the bibliography for this report are concerned with public schools, particularly <sup>with the</sup> elementary grades. Ideas in them are adaptable to junior colleges and experiences reported are useful to junior colleges. Thus far, junior college involvement with paraprofessionals has been in the role of training schools for those who will work in public schools. Such a role is ~~the~~ subject suitable for further investigation but not the province of this particular report.

Development Center is primarily concerned with the growing need to train instructional aides, and a national conference in Washington on January 9-10, 1969<sup>was co-sponsored</sup> by the Center and the National Commission on Teacher Education and Professional Standards of the National Education Association. Professional literature on teacher aides is notably sparse before the last nine or ten years but it is increasing and all signs indicate it will grow dramatically as the use of teacher aides is spurred, particularly by developments in California, New York, and Washington.

Miami-Dade Junior College already has an established program of great help to English teachers in many ways. The very active and helpful Audio-Visual Department relieves teachers of the details of preparing and ordering materials and of handling machinery, all of them considerable tasks. There are also student assistants available in the English Department office for typing, clerical work, and errand-running.

With the addition of one other kind of assistance, the faculty would have a three-fold aid which would free it even more for the important and irreplaceable tasks. Paraprofessionals or student aids could provide that assistance. With their help, teachers could use classroom time more flexibly and effectively. They could also aid in many ways that would relieve the teacher during office hours.

The program I envision would not exploit the paraprofessionals, not consider them "cheap labor" or flunkies to take over the tasks a teacher find distasteful. Rather, they would receive experience that would be satisfying to them and would be channeled toward helping them develop individual potential.



"Paraprofessionals" is a general term. It is defined in one place on the junior college level as

Full-time employees assigned to perform those routine duties now performed by teachers, but not requiring professional judgment. Examples: attendance recording, checking homework and lab reports, preparing laboratory materials, grading non-subjective tests, routine keypunching, etc. They will occupy a position with status, pay, and skill level comparable to or slightly higher than that of a clerk-typist.<sup>5</sup>

The fact that paraprofessionals are designated as "Full-time employees" is probably too narrow a statement; so is the status designation.

The following series of definitions are more inclusive and therefore seem to be more suitable. "Paraprofessionals

...[are]...the inclusive group of auxiliary personnel, instructional aides, lay readers, and teacher aides,"<sup>6</sup>

Teacher aides are assigned housekeeping duties such as collecting money, running errands, distributing materials, etc.<sup>7</sup>

"Auxiliary personnel ...[are]...paraprofessionals who help teachers by performing various clerical tasks, grading objective papers, recording grades, running audio-visual equipment, making arrangements for field trips..."<sup>8</sup>

and "Instructional aides ...[are]...paraprofessionals who help classroom teachers in such jobs as working with small groups on special projects, helping students with individual work when the teacher is busy..."<sup>9</sup>

"Lay readers ...[are]..."

<sup>5</sup>Gordon Kilpatrick. From his dissertation proposal, "A Justification for Redesigning Junior College Faculty Work Load to Include Paraprofessional Personnel." (University of California, Los Angeles, November 1968).

<sup>6</sup>Howard G. Getz. From his thesis proposal, "Practices and Conditions Influencing the Use of Paraprofessionals in Secondary School Departments of English." (Indiana University, November 1968), p. 4.

<sup>7</sup>Ibid., p. 4. Although the term is sometimes used as an alternate for "paraprofessional" obviously this narrow definition makes it extraneous to junior college thinking.

<sup>8</sup> Ibid., p. 3.  
<sup>9</sup> Ibid., p. 4.

paraprofessionals who are basically limited to reading themes, holding conferences with students, checking revisions and corrections of themes, and conferring with the teacher about such papers.<sup>10</sup> In practice, all these distinctions are not always made, so "paraprofessional" is the most convenient label for anyone who performs any of these duties.

Until now, most junior colleges <sup>which</sup> ~~was~~ have employed paraprofessionals (either paid or unpaid) have done so <sup>mainly</sup> ~~so~~ in only two capacities: as clerical <sup>and</sup> ~~or~~ secretarial help or as lay readers. The first group has been student, <sup>or</sup> ~~non-~~ student adult help; both are usually paid. In the schools surveyed for this report (see Appendix A), such help is widely and satisfactorily employed.

Lay readers are not <sup>as</sup> widely used as secretarial assistants. Apparently, only a few schools have extensive programs employing lay readers, and these seem to be centered along the Pacific Coast, with some few in the midwest and one notable example in Texas, i.e., Del Mar College which is often pointed to as a model of going programs using lay readers successfully. Those who serve <sup>as lay readers</sup> ~~in this capacity~~ are usually either housewives with degrees or college graduate students. (see Appendix A for details)

There is no reason that students cannot qualify as paraprofessionals within the definitions established by Kilpatrick and Getz or by the questionnaire distributed in an effort to locate information for this study. Within the student body of an institution are possibilities for an

<sup>10</sup> Ibid., p. 4



untapped source of paraprofessionals who could assist English teachers, students enrolled in English classes, and themselves. Support for this theory is sometimes stated:

...it would seem that we ought to consciously explore the possibility that students can teach other students and that out of context where this is done, under proper guidance and supervision, there could come possibly both an increased level of learning on the part of the student taught and a certain kind of rewarding satisfaction on the part of the student teaching.<sup>11</sup>

<sup>But</sup> Not many reports of such practice are available. One strategy of students helping students appeared in the New Careers Newsletter:

The program...["Youth Tutoring Youth," sponsored by the National Commission on Resources for Youth]...operated in some fifteen cities and showed that 14 and 15 year olds who were under-achievers in school could successfully tutor elementary school children who were also reading below grade level, while simultaneously sharply improving their own school performance. An added feature of the program was the use of community residents, including 17 and 18 year NYC enrollees, as program supervisors<sup>12</sup>

At Miami-Dade Junior College there has already been a successful John F. Kennedy program demonstrating that students can effectively teach children in grades from elementary through high school.

Two other indications of the worth of students teaching other students comes from junior colleges at opposite ends of the United States. Leslie Hatch, describing a student

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<sup>11</sup> Richard Beal, op. cit.

<sup>12</sup> Volume III, Spring 1969. n.p.

tutoring program at Diablo Valley College, California, writes

These student led and organized programs [which include tutoring and counseling] have created a most interesting and exciting educational experience. The student leaders organize and administer these programs... Many of our students start out to give help only but finally even seek help from a fellow student. Thus in many cases the student is helping in one area and receiving help in an area where he is weak.<sup>13</sup>

That the paraprofessional in a junior college English department can do more than just grade papers is evident in this summary of a workshop on paraprofessionals held at the Northeastern Conference on English in the Two-Year College in Philadelphia in March 1969:

...Helen's associate was a wise and observant lady [she is either a degree-holding person or a graduate student]. She told us ... that many students by their own admission see conferences with the instructor---the one who grades them--- as something to get through while revealing as little ignorance of the subject as possible. Thus, conferences are often something to be avoided or to be carried out in a phoney, ceremonial climate. The student wants to discuss his shortcomings and areas of ignorance with someone who hears but is not in a position to judge---only help. The assistant felt that this was an important contribution of the paraprofessional.<sup>14</sup>

This last statement seems as cogent an argument for the use of paraprofessionals in junior college English departments as is likely to be found anywhere. Even on the basis of the limited information presented here, it is fully possible that a worthwhile program can be established in which students aid teachers by working with other students.

<sup>13</sup> Letter to Richard Worthen.

<sup>14</sup> Richard Worthen. Notes for a resume of the Northeastern Conference on English in the Two-Year College meeting on the use of paraprofessionals held March 21-22, 1969.

The training of paraprofessionals thus far has been directed almost exclusively toward preparing teacher aides to work in the public schools and I know of no studies available on either their training or effectiveness in the junior colleges. However, it would not be difficult to develop a training and evaluation program for paraprofessionals who would work with English students in the junior college.

The paraprofessional ought to become an increasingly important member of the junior college English department faculty in the next few years. Recommendations for their employment have already been given careful consideration by the National Junior College Study on the Training of Junior College English Teachers (funded by the Carnegie Corporation and sponsored jointly by that Modern Language Association, The National Council of Teachers of English, and the American Association of Junior Colleges) now in progress and the preliminary, unpublished statement of that study relevant to paraprofessionals is attached. (see Appendix B)

It is beginning to dawn on us that we are moving into an age where man will find his usefulness more and more through service to other men rather than by making things for them. Out of these "teaching" programs we seem to find re-affirmation of an old truth, that intimate personal engagement around a learning task is a sine qua non for a certain kind of student and that when personalities "click" good things begin to happen that lead to the fulfillment of both parties.<sup>15</sup>

The time is propitious for the Department of English at Miami-Dade Junior College to undertake a program that will utilize paraprofessionals. I recommend that such a program

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<sup>15</sup> Richard Worthen. From his personal notes for a talk on meeting the teacher shortage.



begin with student involvement and in support of that recommendation, I offer the attached proposal (Appendix C) for immediate implementation.

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## APPENDIX A

The following method was used to collect information.

STAGE 1: A preliminary question sheet (sample attached) was distributed at the Northwest, Southwest, Northeast, and Midwest Conferences on English in the Two-Year Colleges in the spring of 1969. The purpose of the question sheet was to identify schools using any kind of help in the English department which could be called "paraprofessional."

Responses came almost entirely from the Northwest and Southwest regions (for reasons I am aware of), so the resume which follows is necessarily slanted. However, from personal knowledge based on informal discussion with English teachers in many areas, I would say (however unscientifically) that these responses are representative of custom throughout the country.

STAGE 2: A questionnaire (sample attached) with covering letter was sent to 52 people who indicated they had been directly assisted by paraprofessionals. Several were "school duplicates" in the sense that more than one person in the same institution was sent the questionnaire. 17 responses were received, including one from a person who identified her school as a 4-year institution.

12 of the original question sheets had notations that gave information requested on the questionnaire and the fact that no other response came from the people concerned is presumably because they had nothing to add.

STAGE 3: Responses from the questionnaires and question sheets were tabulated and the attached summary prepared.

PARAPROFESSIONALS AND JUNIOR COLLEGE ENGLISH

The ~~three~~<sup>four</sup> questions below are an attempt to identify junior college teachers (and junior colleges) who have worked with paraprofessionals.

A "paraprofessional" is a person who assists an English teacher but is not himself professionally trained or accredited for teaching. He may be described by one or more of the following:

- a student
- not a student
- holds a college degree
- has no advanced schooling
- is paid
- serves as a volunteer
- works part time
- works full time

PLEASE CHECK THE APPROPRIATE BOX:

- I have been assisted directly by a paraprofessional in the English department of a junior college.
- My school has employed paraprofessionals in the English department although I have not worked with them.
- My school has employed paraprofessionals in departments other than English (i.e., remedial, social science, technical, etc.).
- Do you know of a school other than your own which has employed paraprofessionals? Please write the name here.

NAME Jeannine Dohy

COLLEGE Weatherford

ADDRESS Weatherford Fla

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP 76086

If you would like to make any comments or ask any questions, please use the reverse side of this paper.

Thank you.

Audrey J. Roth  
 Miami-Dade Junior College  
 Miami, Florida 33167

QUESTIONNAIRE ON THE USE OF PARAPROFESSIONALS  
IN JUNIOR COLLEGE ENGLISH DEPARTMENTS

GROUP I

Total enrollment in your school \_\_\_\_\_

Number of students usually enrolled in English courses .

in the fall \_\_\_\_\_ in the spring \_\_\_\_\_ other terms \_\_\_\_\_

Size of English faculty at peak enrollment period

full time \_\_\_\_\_ part time \_\_\_\_\_

How long have you been using paraprofessionals? \_\_\_\_\_

Number of unpaid paraprofessionals? \_\_\_\_\_

Number of paid paraprofessionals? \_\_\_\_\_

Rate at which payment is made \_\_\_\_\_

Source of money for salary is department budget \_\_\_\_\_

other (please specify) \_\_\_\_\_

GROUP II

Please check the appropriate spaces below in order to describe most completely and accurately the work of paraprofessionals at your school.

CLERICAL (TYPING, RECORDING GRADES, ETC.)

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_

part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

GRADING COMPOSITIONS AND OTHER PAPERS

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_

part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

FINDING MATERIALS FOR TEACHERS

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_

part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

PREPARING CLASSROOM WORK (TESTS, TRANSPARENCIES, ETC.)

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_

part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_



ASSIST STUDENTS WITH WRITING

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_  
part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

DISCUSS OTHER CLASS WORK WITH STUDENTS

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_  
part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

NON-ACADEMIC "COUNSELING"

student \_\_\_\_\_ non-student \_\_\_\_\_ college degree \_\_\_\_\_ non-degree \_\_\_\_\_  
part time \_\_\_\_\_ full time \_\_\_\_\_ adequate aid \_\_\_\_\_ inadequate \_\_\_\_\_

OTHER (PLEASE SPECIFY)

IF YOU HAVE CHECKED "INADEQUATE" IN ANY OF THE ITEMS ABOVE, PLEASE ADD A BRIEF NOTE TELLING WHY YOU MAKE THIS JUDGMENT.

GROUP III

Are you satisfied with your current use of paraprofessionals?

yes \_\_\_\_\_ no \_\_\_\_\_ If "no," please explain: \_\_\_\_\_  
\_\_\_\_\_

Do you anticipate change which would vary any of the answers in Group II?

Please explain: \_\_\_\_\_  
\_\_\_\_\_

Have you discontinued the use of paraprofessionals for any tasks noted in

Group II? yes \_\_\_\_\_ no \_\_\_\_\_

Which? \_\_\_\_\_

Why? \_\_\_\_\_

GROUP IV

Do the paraprofessionals work with any member of the department who requests

assistance? yes \_\_\_\_\_ no \_\_\_\_\_

Do they work only with specific individual faculty members? yes \_\_\_\_\_ no \_\_\_\_\_

On what basis are faculty members assigned paraprofessionals to assist them?  
\_\_\_\_\_

What advice, information, or cautions would you offer an English department contemplating the use of paraprofessionals?

GROUP V

Please describe how the paraprofessionals for your department are recruited.

Are these people given any special training for their work?

yes \_\_\_\_\_ no \_\_\_\_\_ If "yes," please describe briefly: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you evaluate the work of the paraprofessionals?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

If you have any materials relevant to your use of paraprofessionals which you are willing to share, I would be grateful to receive them. I would particularly like to know about budgets (percentages, not actual dollars, if you wish), training manuals, criteria for employment, evaluation forms, and anything else which would not require you to write something special.

APPENDIX A, STAGE 3

SUMMARY BASED ON QUESTIONNAIRE RESPONSES

GROUP 1

Most schools responding had total enrollments between 1,000 and 7,000; one school showed enrollment of 12,000.

Most schools had been using paraprofessionals for two years, none for more than five years.

Paraprofessionals were almost all identified as being paid by the federal work-study program and thus were also automatically identified as students who worked part time in the English department.

GROUP 2

Paraprofessionals in all but two to four cases were part time students who were used for clerical, grading papers (but not compositions), finding materials, and preparing classroom work. For these tasks, their aid was considered adequate. Ten of the original preliminary question sheet responses indicated that paraprofessionals at the school represented by the respondents were students employed as clerical and secretarial help on a part-time basis.

Four respondents said they used non-students to assist with writing (two part time and two full time), but only one of these people holds a college degree.

GROUP 3

Almost exclusively, respondents say they are satisfied with the current use of paraprofessionals and anticipate no changes.

GROUP 4

In most cases, instructors draw from an open pool of paraprofessionals, but eight respondents said their paraprofessionals work only with specific individual faculty members. Comments indicated that students do develop work preferences and loyalties to past instructors.

GROUP 5

The following tabulation shows how paraprofessionals for the department are recruited:

- 2 faculty recommendation
- 1 student recommendation
- 8 financial aid office
- 2 academic achievement
- 3 outside advertising



## APPENDIX B

### VII. THE DEVELOPMENT OF PARAPROFESSIONALS

Because junior college English departments habitually are called upon to carry out assignments that cannot be done adequately by so few people, and because the assignment represents duties that range from the simple and mechanical to the most subtle and sophisticated, and because there is both an impending shortage of adequately trained instructors and a need to bring more relevance to the teaching-learning assignment in junior college, English departments:

- a. should train and utilize paraprofessionals or teaching associates, recruiting them from the total community, among them junior college graduates continuing their education, students currently enrolled in the junior college, and skilled and effective individuals within the community. (Certification requirements which present obstacles to this recommendation should be changed.)
- b. should develop procedures for capitalizing upon the release of energy and insight inherent in relating learning to teaching,
- c. should use their departmental inquiry procedures to describe and exploit the insights into subject and self involved in the helping, tutoring, or teaching of another,
- d., should develop various roles of the paraprofessional with the aim of inducting the potential candidate into the profession and of supporting him in his development,
- e. should recognize that in many cases certain desirable learning relationships develop between students and paraprofessionals that are not attainable between the instructor and the student,
- f. should make certain that opportunities for the career advancement of paraprofessionals, including in-service training, do in fact exist,
- g. should recognize that the careful and democratic planning and description of roles by the staff for the adoption of a paraprofessional dimension of the junior college English department's program are essential to avoid problems inherent in the adjustment of their own roles as paraprofessionals perform with increasing success,
- h. should recognize that instructors will be freed to work more creatively as they learn to receive certain help and support from paraprofessionals,
- i. should recognize that such a program if developed democratically and with professional safeguards can release student energy and creativity seldom tapped in ordinary programs.

Preliminary report for information  
of the Advisory Committee of the  
National Junior College English Study

APPENDIX C

A PROPOSAL FOR INSTITUTING ENGLISH 262 (DIS)  
BEGINNING IN FALL 1969

ENGLISH 262. ADVANCED COMPOSITION 3 credits  
Advanced techniques of expository writing including  
analysis and criticism and the familiar essay. Prerequisite:  
Satisfactory completion of ENG 101-102 or equivalents.  
(M-DJC BULLETIN, 1968-1969)

The Directed Individual Studies (DIS) program recently instituted at Miami-Dade Junior College offers an ideal vehicle for students to follow their particular interests and bents, develop their own potential, and gain credit toward graduation (or transfer).

If ENGLISH 262 (DIS) were instituted in the English department as proposed here, it would benefit many students in a way heretofore impossible, one that encourages each individual to develop himself by a dynamic relationship with his peers.

Students enrolled in the course would increase their own learning by engaging in a teaching relationship with other learners, would find an outlet for their abilities and potentials, and would experience a sense of personal fulfillment by working with other students in the role of paraprofessionals.

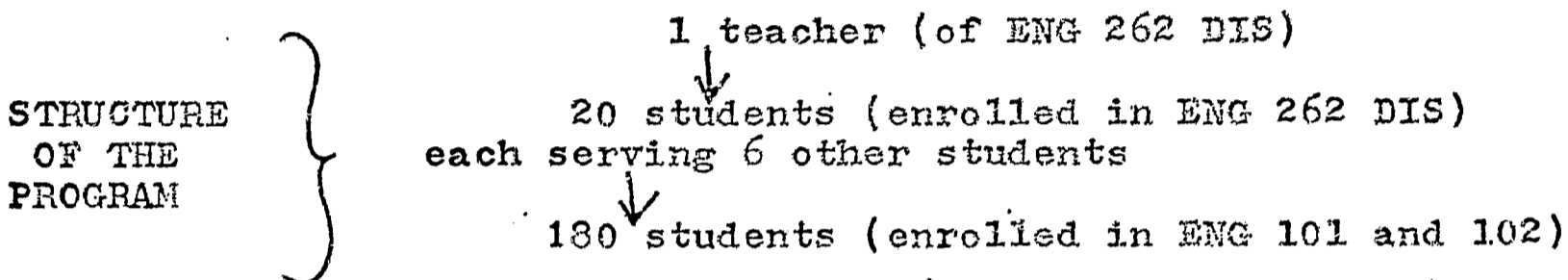
Students aided by these paraprofessionals will benefit from a learning environment that makes the most of a student-to-student relationship, a climate that leads to learning, and a sense of accomplishment that cannot easily be developed between a faculty member and a student.

The program would not be limited to students who had completed their English requirements. Under the CIS program at Miami-Dade Junior College it would also be possible to

engage all other students, including those in English 101 and 102, who wished to participate; the difference in designation on their records would be noted.

THE SPECIFIC PROPOSAL

This proposal presents a method for implementing a program which will involve 201 people in a meaningful, personal way not possible by any other learning situation.



Thus, one teacher could serve, in varying ways, 200 students. Each of the ENG 262 (DIS) students could participate in a meaningful encounter with six other students. And the ENG 101 and 102 students would have the benefit of aid from more than one teacher as well as from one of his peers who can be helpful in ways that a teacher cannot.

Each group of 15 to 20 students who elect ENG 262 (DIS) will constitute a class; each member of the class will be called a "paraprofessional" in order to accord him a status commensurate with his responsibility and personal involvement.

The paraprofessionals will meet in seminar and tutorial sessions with an English department faculty member for a course of studies that will include composition and composition theory, thus enhancing their personal growth and competency. In addition, they will be instructed in group dynamics and receive sensitivity training to enable them to provide the personal resources required of them in their new relationships.

In order to develop this expanded program of studies,



the skills available from members of other departments within the college will be utilized. The English instructor will maintain a close relationship with the Departments of Education and of Psychology (and perhaps with other departments), thus affording an interdisciplinary climate and improving intra-departmental communications.

Each student enrolled in ENG 262 (DIS) will be expected to serve as a paraprofessional to at least six students enrolled in English 101 or 102. Many personal benefits would accrue to the paraprofessional in addition to those already noted in the introduction to this proposal. He would gain insight and ability that would develop and improve his own writing proficiency. He would be able to tap creativity which is impossible to develop and use in ordinary programs. Finally, he would experience dynamic new interrelationships in the process of giving tutorial and writing aid, non-professional guidance (with strict limitations set), occasional classroom aid, and in other activities directly concerned with students. The "learn-by-doing" process each paraprofessional would be engaged in is an opportunity seldom afforded students of composition, yet it is a gratifying and rewarding personal experience.

Paraprofessionals would NOT be asked to assume duties already provided for by the regular organization of the English department (student assistants are available for objective paper grading, clerical work, typing, Xeroxing, running errands, etc.) or of the college (such as handling AV materials).

BENEFITS OF THIS PROPOSAL

1. New Methods. This proposal is consistent with the feelings of students, faculty, and administrators at M-DJC. Paraprofessionals would, by the nature of their work, be intimately involved in the curriculum. Both paraprofessionals and students they work with would receive more individualized instruction than is possible under any present system. Faculty members would be able to maintain a truly professional status while using their time most beneficially. This proposal also reflects the faculty and administrative inclination toward innovation for the benefit of the students.

2. New Personnel. The paraprofessionals would form the basis of a new group of people to work with both the faculty and the students, closely allied with each yet sufficiently separate to maintain a unique identity. Together with the other students involved in the program, they would gain an enriched learning experience from the peer group and double peer group relationships built into this proposal. The paraprofessionals would find personal learning and writing competency enhanced through their teaching; they would also find much opportunity for personal growth and satisfaction (and perhaps also for professional preparation) through this experience.

METHOD OF IMMEDIATE IMPLEMENTATION

1. Class Recruitment. Academic advisement counselors, teachers of education, and teachers of English would be asked to discuss this program with students during the Summer 1969 term and encourage their enrollment in the Fall. They <sup>faculty</sup> would

also be asked to make specific recommendations of students for the course, including those they know who may not be on campus during the summer term; effort would then be made to inform such students of the course before their Fall enrollment. Liason between the directing English teacher and the Student Education Association would also provide a source of candidates for the course.

2. DIS Evaluation. In addition to those aspects of the course already noted, there would be an evaluation made of those involved in the program as both paraprofessionals and tutees. This information would be helpful in future expansion of a paraprofessional program in the English department and in other departments within the college.

3. Space Required. A room for the directing teacher of this program to meet with the paraprofessionals on a regular basis will be needed. Ideally, there would also be a place available for paraprofessionals and tutees to meet, both formally and informally. A single room could effectively serve both purposes, if necessary.

4. Personnel Required. The program outlined here will require a "directing teacher" who will implement it. His responsibilities will include:

- a. training and evaluating paraprofessionals (in seminars and private conferences)
- b. co-ordinating and overseeing the work of the paraprofessionals and their tutees
- c. acting as liason with English teachers, members of other departments, students not presently involved in the program, and administrators
- d. developing ramifications and improvements in the program