

DOCUMENT RESUME

ED 046 869

SP 004 596

AUTHOR Lang, Theodore H.: And Others
TITLE Manual for Utilization of Auxiliary Personnel.
INSTITUTION New York City Board of Education, Bronx, N.Y.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.
NOTE 95p.
AVAILABLE FROM New York City Board of Education, Auxiliary
Educational Career Unit, Brooklyn, N.Y.

EDRS PRICE MF-\$0.65 HC Not Available from EDRS.
DESCRIPTORS Career Opportunities, Differentiated Staffs,
*Inservice Teacher Education, *Paraprofessional
School Personnel, Teacher Education Curriculum,
Teacher Qualifications, Team Training
IDENTIFIERS *Auxiliary Career Program, New York City

ABSTRACT

This policy manual containing guidelines, standards, and procedures was prepared to explain the Auxiliary Career Program in New York City schools to all those concerned with it. Introductory sections sketch the background and rationale for the program initiated in 1967 by the Board of Education, the City University, and the Human Resources Administration to employ low income neighborhood residents as auxiliary (paraprofessional) school personnel in a career-oriented work-study program. The major section of the manual outlines the training program for paraprofessionals (for kindergarten and grades 1 and 2) which is designed and coordinated by a central staff and carried out by district training teams. Included is the curriculum outline for the initial 2-week orientation, the monthly (for 3 years) inservice training sessions, and the weekly team training of the classroom teacher with the paraprofessional. Policy and procedure is outlined for selection of district training teams (a trainer-coordinator who is an experienced classroom teacher and an auxiliary trainer who is a skilled paraprofessional) and for selection of paraprofessionals. Also included is a description of the career ladder (progression from teacher aide to educational assistant to educational associate to assistant teacher to teacher); qualifications and job description for each paraprofessional and trainer; and evaluation questionnaires for use by principals and teachers. (JS)

This program is funded under Elementary Secondary Education Act Title I, Public Law 89-10. This program will continue, on a yearly basis, utilizing E.S.E.A. Title I funds.

ED0 46869

PROCESS WITH MICROFICHE
AND PUBLISHER'S PRICES.
MICROFICHE REPRODUCTION
ONLY.

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Manual for Utilization of Auxiliary Personnel

SP004596

ACKNOWLEDGMENTS

This Manual represents the efforts of many people and was prepared to explain the Auxiliary Personnel project to all those concerned with it. Overall preparation was under the direction of Deputy Superintendent Theodore H. Lang, and the supervision of Mr. Abraham Wilner, and Mr. Frederick Williams, assistant superintendents.

Credit for the writing and compilation of material goes to members of the Auxiliary Educational Career Unit staff: Mr. Wilton Anderson, director; Mr. Gladstone Atwell, assistant director; Miss Rose Pernice, assistant director; Mrs. Marion Armstrong, program assistant; David Smith, Mollie Marcus, and Frances Kirschner, area supervisors. The Manual was edited by Mr. Atwell.

We would like to thank Curriculum Supervisors Mrs. Marie Foster, Mr. William Samber and Mrs. Elaine De Grasse for their contributions. The assistance of Mr. Louis Halpern, personnel examiner, and auxiliary trainers Vera David, Lucy Strouble, Daisy Montanez, Carmen Garcia, Maria Gomez, and Anthony Adams was invaluable.

Naturally, no Manual could be completed without the assistance of a dedicated secretarial staff, in this case: Shirley Grant, Rose Hoffberg and Fay Field.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office of Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

NEW YORK CITY BOARD OF EDUCATION

**MR. MURRAY BERGTRAUM
DR. SEYMOUR P. LACHMAN
DR. MARY E. MEADE
MR. JOSEPH MONSERRAT
MR. ISAIAH E. ROBINSON, JR.**

MR. IRVING ANKER
Acting Superintendent of Schools

DR. THEODORE H. LANG
Deputy Superintendent
Office of Personnel

MR. FREDERICK H. WILLIAMS
Assistant Superintendent
Division of Recruitment, Training
and Staff Development

PREFACE

In the years since the inception of our program to utilize auxiliary personnel in the New York City schools, the program has grown tremendously. The training program has been expanded as the utilization of these employees has become more delineated.

Most recent concepts, employment, training and career opportunities have been combined into a viable work-study program. In our efforts to provide a better service to the youngsters in public schools of New York City, we have provided this Manual on the Utilization of Auxiliary Personnel.

It is our hope that this will assist all parties concerned in effectively employing auxiliary personnel.

THEODORE H. LANG
Deputy Superintendent

Anyone concerned with education must be encouraged by the rich resource which the paraprofessional program represents for education. The program is doubly significant since it provides for increased achievement by both pupils and paraprofessionals. The assistance provided by paraprofessionals will allow the professional staff additional time and energy to devote to distinctly pedagogical tasks.

The effectiveness of any program is dependent in large measure upon realistic guidelines, standards and procedures which derive from definite policy. It is also essential for those who will use these guidelines to share in their formulation through representatives. I note with satisfaction that Mr. Atwell made sure that this Manual was prepared with these necessities in mind.

Finally, a Manual like this must be a living document, and it must be used by those who helped construct it. To stay alive and useful, it must stay current. I look forward to the periodic review and updating of the Manual, particularly as worthwhile suggestions are submitted from the field, and as this program continues to grow in quantity and quality.

Frederick A. Williams
Assistant Superintendent

TABLE OF CONTENTS

Introduction.....	9
I Background.....	11
II Rationale.....	13
III The Auxiliary Career Program.....	15
IV Training.....	18
V Policy and Procedure.....	39
Appendices.....	45
Projected New York City Career Lattice.....	92
Bibliography.....	94

INTRODUCTION

During the last few decades, many reasons have been advanced for the failure of urban educational systems to effectively educate all children. Most of these theories are based on an over-simplified belief that learning is done only by children or young people. However, "learning takes place whenever one has new experiences and that this is not limited to children, but applies to adults as well," according to Gordon Klopff, Garda Bowman, and Adena Joy.* During the decades from the 1920's to the 1950's, the most accepted theories of learning formulated by psychologists, such as, Thorndyke and Connectionism, Dewey and Progressivism, The Gestalt Field Theories, Freudianism and Functionalism, had great impact on child education. The effects of these theories are still being felt since the training of many of our present day educators was based on them.

Many of these psychological theories proved unsuccessful, especially in the urban centers, so sociologists and socio-psychologists entered the field of education by providing new learning theories. During the 1950's and 1960's, these groups formulated the theory that social and economic conditions created poor learning and severe retardation among urban area residents.

In spite of all theories advanced to date, education in urban areas remains in great turmoil. Perhaps we have not addressed ourselves to the more basic problems whose solutions lead to improved education in urban areas. As Mr. Harold Cruse of *The New York Review (The Center Forum, Vol. 3 No. 6, May 15, 1969)* states, "The crisis in education is a cultural crisis with the students' unrest as its natural corollary. Decentralization of ghetto schools and the drive for black studies in the Colleges and Universities become the main expressions of black 'cultural nationalism,' but most people miss the real meaning of all this. The black and white encounter on cultural ground demonstrates the irrelevance of much of what passes for social science in our academic disciplines, and the inability of most of our social scientists and planners to relate creatively to the urban crisis."

*Klopff, G.; Bowman, G.; and Joy, A. *A Learning Team: Teacher and Auxiliary*. New York: Bank Street College of Education. 1969.

Within this context, most theorists have not been able to address themselves to the total problem. What are needed, obviously, are changes within the entire social and economic systems of urban areas, naturally including education. However, Dr. Don Davies of the Office of Education identified one area of potential change in an article in the February 1969 issue of *American Education*: "We have not determined our personnel needs; methods of retaining the talented people so vitally necessary to education; utilizing new and untapped manpower resources; improving educational skills and attitudes." Dr. Davies goes on to say, "For quite a few years now, leaders in education have insisted that our task is no longer to reshape students to fit the school, but to reshape the school to respond to the requirements of individuals." The conclusion is obvious: one way to reshape schools is to employ that untapped manpower resource, so that people with new skills and different attitudes can be brought into the field of education. This may prove to be a part of the revitalization so necessary by providing new perspective, ideals, and attitudes to education.

This Manual concerns the New York City school system, and its program of utilizing paraprofessionals in the learning process. Last year, an editorial in *The New York Times* supported this type of program. "In the case of teachers, . . . improved productivity can be accomplished if in the years ahead the ranks of the highly paid professional instructors and administrators are augmented by paraprofessional support. An imaginative re-deployment of staff and resources and an effective re-definition of teaching functions can do much to help solve urban educational and fiscal problems."

It is hoped that the following information will provide much needed knowledge to Administrators, Supervisors, Teachers and Paraprofessionals, and that it will prove a stimulus for the greater employment and utilization of paraprofessionals in the school system.

I. BACKGROUND

For more than a decade, the New York City schools have used auxiliary personnel (non-professionals) in a number of ways. Volunteers have worked as tutors, escorts, and resource people. The School Aide Program began in 1957-58, and was designed to relieve teachers of non-teaching chores. Since the launching of Headstart in the Summer of 1965, the Bureau of Early Childhood Education has employed auxiliary personnel in both Summer Headstart Programs and full year pre-kindergarten classes as Teacher Aides, Family Workers, Educational Assistants (once called Assistant Teachers) and Family Assistants.

Additionally, volunteers have served in a variety of capacities within the school system itself. The School Volunteer Program started as a pilot project initiated in 1956 by The Public Education Association, with financial assistance from the Ford Foundation. The program proved so important that, in 1962, it was incorporated into the Board of Education as an official unit. As the size and scope of this program emerged, it required the organization of procedures for recruitment, training, placement and supervision of its participants.

With the advent of Headstart, and the full year pre-kindergarten program, a new group of auxiliary positions was introduced. The number and location of classes utilizing these auxiliary positions, as well as hiring details and job descriptions, were determined by guidelines established by the funding source, the Federal Government.*

Fortunately for the educational system, and society at large, concurrent social and economic pressures stimulated inter-related developments: recognition of the scarcity of human services; new research and theories concerning learning and the disadvantaged; and a commitment to the war against poverty.

*Supportive services to young children and their families, both in school and outside, are provided by Teacher Aides, Educational Assistants, Family Workers, Family Assistants, and Parent Program Assistants.

Such social service institutions as health, welfare, police and school systems were now able to apply for Federal, State and private funds to improve or increase services to the needy public, while employing that needy, unemployed or underemployed public. This method was similar to ideas and concepts developed and named the "New Careers Movement" by Arthur Pearl and Frank Riessman in **New Careers for the Poor: The Nonprofessional in Human Services**. Through the creation of new jobs at the entry level of human services, a client could help others while helping himself. In this way, minority groups traditionally excluded through discrimination or inadequate education, can participate meaningfully in society and are offered an opportunity for upward mobility.

II. RATIONALE

General Focus

Recent concerns of public educators in poverty areas have focused on poor student achievement;* the large number of school dropouts; poor communication between educators and students; latent distrust or open hostility between parents and school personnel; teacher shortages; and on the high level of staff turnover.

Poverty, discrimination, and a dearth of qualified personnel are among the complex problems depriving inner city children of their educations. One solution is to introduce neighborhood auxiliary personnel, with backgrounds similar to the children's into the educational field. These motivated and specially trained adults can often support the existing instructional program and may add special services to the traditional public school system. Specifically, their common background and frame of reference enable neighborhood auxiliaries to forge a unique link between school and community.

Social commitment on the part of the school system is further reason for the employment of low-income neighborhood residents. Urgent pressures for community control and demands for accountability and equality of educational opportunities indicate that the educational establishment is viewed as directly responsible for perpetuating social injustices. It is pressingly necessary that educational leaders take the initiative in developing strategies for the meaningful participation of low-income residents in neighborhood schools.* In this light, too, the employment of auxiliary personnel in the classroom seems very appropriate.

*In some studies records indicate that retardation increases in direct proportion to school attendance.

*L. L. Cunningham "Crisis in School Organization", *Educational Leadership* Vol. 26 (March 1969).

Educators have become increasingly aware of the *special contributions that neighborhood workers* can make in the field of education. Reappraisal of the educational process has revealed that while the highly trained teacher is the key to students' learning processes, the trained adult aide can contribute significantly to these processes in a variety of ways. These include liberating teachers from many non-instructional tasks; providing greater opportunities for individual and small group instruction; improving communications between the schools and poverty-area communities; and allowing teachers more opportunity for experimentation and innovation.

In support of the thesis that indigenous workers can make educational contributions, legislation on all levels has included methods of funding, training and use of auxiliary personnel. The Federal Government, for example, under Public Law 89-10, provides for training and use of auxiliary personnel, while New York State, under Public Law 4536, provides auxiliary personnel may work in classrooms. This law, however, obliges that they perform under the general supervision of a licensed or certified teacher. (See Appendix A.)

III. THE AUXILIARY CAREER PROGRAM

In 1967 the Board of Education established the Auxiliary Educational Career Unit within the Office of Personnel, to centrally administer and coordinate an Educational Career Program. (See Appendix B.)

The Auxiliary Educational Career Unit is responsible for developing guidelines for the recruitment, selection and use of Educational Assistants and Educational Associates. Maximum community participation is assured through the involvement of Local Community Action Agencies in the recruitment and screening process, and by referring eligible neighborhood residents to the local schools for possible employment. (See Appendix C.)

This program is a joint enterprise of the Board of Education, the City University, and the Human Resources Administration. The Council Against Poverty designated the poverty areas in which the program would be instituted.

The Board of Education provided employment and training for auxiliary personnel hired in the Kindergarten program. The Human Resources Administration provided funds for College tuition for those Educational Assistants employed in Kindergarten classes. The City University, mainly through its community colleges, provided necessary courses leading to an Associate of Arts Degree in Teacher Education.

The Auxiliary Career Program was originally designed to do the following:

- improve the learning-teaching process
- improve children's self-image
- increase school-community interaction
- establish and institutionalize an Educational Career Ladder
- provide a career-oriented inservice training program for selected auxiliary personnel

- conduct inservice training for participating professionals
- offer higher educational opportunities for selected low-income residents
- develop a reservoir of potential teachers from minority groups
- establish meaningful participation by parents and community residents in the schools

The program is directed towards meeting the special educational needs of disadvantaged children by:

- reducing the educator-child ratio
- relieving teachers of some non-instructional classroom chores
- providing opportunities for more individualized instruction
- providing opportunities for more small group instruction
- assuring a continuity of instructional personnel
- providing positive role models
- providing meaningful school jobs with career opportunities for community residents
- retaining teachers
- fostering understanding between school and community.

In 1968, with the advent of increased decentralization in the school system, the Auxiliary Educational Career Unit decentralized its training program so that direct training was done on a district-wide basis. This became necessary as the number of auxiliary personnel increased with each succeeding year. Training costs were shared by the Central Board of Education, and the individual districts using their decentralized funds. The program

will continue to be funded on a yearly basis under ESEA Title I.
(See Appendix D.)

The Auxiliary Education Career Unit of the Office of Personnel,
under the decentralized plan, provides the following services:

1. Design of orientation and inservice training programs for District Trainers of auxiliary personnel.
2. Administration and coordination of a program for staff training in trainer methodology.
3. Area-wide supervision for District Trainers.
4. Scope and Sequence for training of auxiliary personnel.
5. Technical assistance and consultation services to all programs utilizing auxiliary personnel.
6. Liaison with other agencies.
7. Development of training materials and informational printed matters. (See Appendix D².)

IV. TRAINING

There is a legal mandate under Public Law 89-10, to provide training for paraprofessionals when they are employed to work with professionals.

Authority: 20USC 241e(a)(11)

"The 1967 amendments to Title I specifically require as a condition for the approval of projects involving the use of educational aides the presentation of well developed plans for training programs in which the aides and the professional staff members they will assist participate together . . . Special attention should be given to the development of the most effective ways the professional staff members and their aides can work together and of ways in which a long-term training program may assist both professional staff members and aides to take on increasing responsibilities. If appropriate, consideration should be given to providing the aides with training leading toward teacher certification."

The training was specifically designed to provide auxiliary personnel with a knowledge of child development, some basic skills and techniques for working with children in the classroom, and general training usually provided to personnel employed in the New York City Public Schools.

This training is performed by District Training Teams, consisting of a trainer-coordinator (Teacher), an Auxiliary Trainer (See Appendix E), and part-time secretarial help. Each District program includes the following:

1. Initial training for new auxiliaries at start of service.
2. Orientation for new teachers and supervisors.*
3. Continued systematic inservice training for auxiliaries.
4. On-going team training for teachers and auxiliaries.*

*Team training of teachers and auxiliaries may be either on school time or after school. Preparation periods and flexible programming can be used in arranging for team training on school time. If training is to take place after school, districts must provide stipends at the rate of \$4.00 per auxiliary and \$6.00 per teacher for each two-hour session. (See Appendix D.)

The Training Program

The training design must be sequential, a curriculum and appropriate materials must be developed, and on-going evaluation must be instituted.

The major goals of training of the classroom team of paraprofessional and professional are:

1. To utilize the day-to-day classroom experiences as the basis for increasing skills and developing seminar topics.
2. To stimulate and encourage the development of new roles and new modes of interaction.

The successful training program, therefore, should result in greater pupil achievement; positive pupil self-image; better school-community relations; improved teacher morale and decreased staff turnover; and an awakened interest in teaching in members of minorities traditionally excluded from such opportunities.

Trainers will be responsible for:

1. **Initial Orientation**

An initial service training period of two weeks duration is suggested for new Educational Assistants. The daily schedule should be divided into two sessions — one-half day of group training and one-half day of guided observation and limited classroom participation.

The auxiliaries thus become familiar with the school system and receive specific training in selected classroom tasks. During this period, essential background data on each Educational Assistant is gathered.

2. **Inservice Training**

Regularly scheduled sessions (the minimum equivalent of one day per month) should be provided for new and incumbent Educational Assistants consisting of:

- a. **Generic Training**
This includes the theoretical principles derived from the auxiliary's role in the classroom (e.g., psychology and child development).
 - b. **Skills Training**
This training stresses acquiring skills related to specific classroom tasks the auxiliary will perform.
 - c. **Human Relations Training**
This training – team or group – focuses on role perception, expectations, and interaction with others.
3. **Participation of Professionals**
Professional personnel (supervisors and classroom teachers) should receive basic orientation regarding the New Careers Movement in education.

The heart of the program, however, for the successful utilization of Educational Assistants depends upon ongoing team training involving both the classroom teacher and the auxiliary.

Methodology

A. Staff Trainers

The most effective trainer of auxiliaries and the teachers with whom they work should have:

familiarity with tasks the Educational Assistant will be expected to perform;

background in early childhood education;

skills in group techniques;

information about the New Careers Movement;

knowledge of, and rapport with, the members of the community to be served.

B. Techniques

Current studies indicate that paraprofessionals in the human services should be trained principally in small groups of 12 to 15.

While a variety of techniques may be utilized, an activity-centered approach which stresses the "learn by doing" principle is strongly urged. Whenever possible, both theory and application should be included in each session.

The techniques below are suggested as especially relevant to the training of auxiliary personnel. The trainer, however, as an experienced teacher, should supplement these methods with those in her own repertoire.

1. Demonstrations.

2. Workshops.

3. Role Playing

A few Educational Assistants act out their own and others' roles in a given setting. The behavior elicited becomes the basis for discovering the feelings of others, developing alternative responses, and evaluating reactions.

4. Job Simulation

Selected Educational Assistants are required to play a part that is limited to a typical classroom task. Other participants are asked to evaluate the effectiveness of the performance. Self-confidence and job competency is developed by providing a secure setting for experimenting with new patterns for behavior.

5. Seminars.

6. Multi-Media

Utilization of wide variety of audio-visual materials emphasizing a multi-sensory approach to learning.

Scope and Sequence

1. Orientation

To assure the Educational Assistant's rapid adjustment to the school and classroom, the training during this period should include the following minimal essentials:

- a. Overview of the New Careers Movement.
- b. Orientation to the School System
 - 1) Organizational patterns
 - 2) Professional staff, etc.
- c. Personnel Matters
 - 1) Benefits
 - 2) Other business.
- d. Elementary School Program
 - 1) Physical plant
 - 2) Routines, etc.

2. Samples of Session Breakdown

Week One

- Session I.* Welcome and introductions (training team and Educational Assistants).
Administrative details (schedules, forms, etc.)
Description of the Educational Career program.
Orientation to school set-up.
Manuscript writing — demonstration and participation.
- Session II.* Questions and reactions to first day in the classroom.
Guidelines for classroom observation.
Orientation to classroom organization — a typical day in the kindergarten (goals, routines, equipment, and physical set-up).
Demonstration and use of various materials (puzzles, games, blocks, etc.)

Session III. Questions and reactions.
Role of Educational Assistants -- expectations of auxiliaries.
Training needs as seen by the auxiliary.
A multi-media approach to learning in the kindergarten.
Audio-Visual Workshop -- demonstration and practice (phonograph, slide and filmstrip projector).

Session IV. Questions and reactions.
Child development -- characteristics of the five-year old (brief overview of 4 & 6 year old level).
How young children learn (play -- exploration, experimentation and manipulation).
Audio-Visual Workshop -- demonstration and practice (tape recorder, connecting box and earphones).

Session V. Questions and reactions.
Team approach -- inter-personal relations in the classroom (responsibilities, relationships and attitudes):

- a) Role of the classroom teacher in the kindergarten.
- b) Role of the Educational Assistants.

Manuscript writing -- practice and role in kindergarten.

Week Two

Session VI. Feedback from first week of classroom observation and participation -- techniques of problem solving, communication, etc.
Intellectual growth and language development:

- a) Listening and speaking skills.
- b) Reading readiness activities.

Demonstration and workshop participation —
lotto, games, finger plays.

Session VII. Language Arts:

- a) Integration of curriculum areas.
- b) Provisions within daily program.
- c) Activities and materials — puppets, books, etc.

Demonstration and practice — storytelling.

Session VIII. Guidance and discipline in child development.
Independent work-play period (rationale, techniques and demonstration of supplies).
Art workshop — use of materials (e.g. paint, clay, collage, etc.)

Session IX. Mathematics and Science — readiness, learnings, methods and supplies.
Demonstration and workshop — use of materials (block, water, realia, etc.)

Session X. Review and Summary of training highlights.
Practice in storytelling.
Evaluation of initial training period.
Suggestions for inservice content.

Inservice Period

This material has been developed from suggestions by Educational Assistants, Teachers and Supervisors. It is suggestive rather than prescriptive. Trainers must be flexible enough to respond to the suggestions of the participants.

Emphasis on counseling and guidance is implicit throughout the training of all auxiliary personnel.

1. Curriculum Outline

- a. Understandings (Generic)
 - 1) Philosophy and Goals of Education
 - 2) Child Development
 - 3) Learning/Teaching Theories
 - 4) Sociological Factors
- b. Early Childhood Curriculum
- c. Skills
 - 1) Clerical
 - 2) Monitorial
 - 3) Basic
- d. Human Relations

Session Breakdown — First Year

The following is a suggested model for the inservice training of Educational Assistants assigned to kindergarten, first and second grades. It is recommended that the on-job or school time training of Educational Assistants be held one-half day during alternate weeks.

Session I **Early Childhood Structure (K-2)**
 Orientation to Classroom Organization
 ... areas of interest, room arrangement and equipment
 Distribution and Discussion of Guidelines for Classroom Observation
 Demonstration and Workshop
 ... selection and preparation of illustrations
 ... picture files, picture dictionaries and bulletin boards.

Session II **Child Development**
 Characteristics of the Young Child (4 to 6 year old)
 Early Childhood Programs
 ... objectives, classroom routines
 Demonstration and Practice
 ... manuscript writing.

- Session III* **Child Development**
How Young Children Learn
... Play: exploration, experimentation, manipulation
Activities and Materials
... house play, block corner, etc.
Demonstration and Workshop
... puzzles, table games, realia, etc.
- Session IV* **Intellectual Growth and Language Development**
Readiness for Learning
... motor and sensory development
... experiential background
... concept development
Listening and Speaking Skills
... methods, materials, activities
Demonstration and Workshop
... finger plays, felt or flannel board, storytelling.
- Session V* **Language Arts**
Reading Readiness
... auditory and visual discrimination
... comprehension skills
... getting and expressing ideas
... literary appreciation
Methods, Materials, Activities
Demonstration and Workshop
... manuscript writing, lotto, miscellaneous games
- Session VI* **Language Arts**
Beginning Reading
... approaches
... materials
... activities
Demonstration and Workshop
... Basal Readers, experience charts.
- Session VII* **Language Arts**
Integration
... speech and writing activities
... other curriculum areas

Teaching English as a Second Language
... methods, materials, activities
Demonstration and Workshop
... storytelling, puppets, etc.

Session VIII **Guidance and Discipline**
Principles and Practices
... methods, materials, activities
The Role of the Educational Assistant
... teacher support
... relationships with parents, etc.
Demonstration and Participation
... role playing and other techniques.

Session IX **A Multi-Media Approach to Learning**
Learning Theories
Integration of Curriculum Areas
... emphasis on language arts
Methods, Materials, Activities
... physical arrangement
... programmatic provisions
Demonstration and Workshop
... film and slide projector, tape recorder
... connecting box and earphones

Session X **Math**
Topics Covered
... knowledges, concepts, skills, understandings
Techniques, Materials, Activities
Demonstration and Workshop
... toys, realia, environmental objects.

Session XI **Science**
Topics Covered
... knowledge, skills, understandings
Methods, Materials, Activities
Demonstration and Workshop
... blocks, water, realia, etc.

Session XII **Music**
Objectives

... learnings and materials
... expression and appreciation
Demonstration and Workshop
... instruments, rhythms, songs.

Session XIII **Art**

Objectives of Work-Play Period
... learnings and materials
... expression and appreciation
Demonstration and Workshop
... poster, fingerpaints, collage, clay, etc.

Session XIV **Social Studies**

Course of Study
... objectives, understandings, concepts and skills
Related Learning Activities
... integration of curriculum areas
... community relations and resources
... emphasis on language arts
Demonstration and Workshop
... fingerplays, dramatization, etc.

Session XV **Health and Safety**

Learnings
... knowledges, skills, attitudes, practices
Adult Responsibilities
... routines, records, referrals
Demonstration and Workshop
... charts, games, etc.

Session XVI **Evaluation**

Knowledge and Skill Acquisition
... inservice training
... classroom experience
... suggestions for further training
Role Fulfillment
Discussion of Summer and Fall plans
... employment/study.

Session Breakdown – Second Year

- Session I* **Child Development**
Recognizing the basic emotional needs
Which classroom organization and experiences and practices help fulfill these needs
Roles of the Teacher and Educational Assistant.
- Session II* **Language Arts**
Literature in the classroom
What means do we use to help children express themselves – re-telling a story, dramatization, puppetry, making a movie, transparencies, comic book, diorama, find related stories, etc.
Skill for Kindergarten
... developing a set of pictures for sequence game
Skill for Grade 1
... make a comic book version of story
Skill for Grade 2
... write a new ending to a story.
- Session III* **Language Arts**
Teaching Reading skills; getting main idea
Finding and recalling detail
Drawing an inference
Preparation for a reading lesson
Skill for Kindergarten
... make a “what is missing game”
Skill for Grade 1 and 2
... choral speaking.
- Session IV* **Language Arts**
Teaching English as a second language
Use of concrete materials: other culture materials
Meaningful repetition through songs and poems
Audio-visual materials, etc.
Skill in Kindergarten
... use of telephone
Skill in Grade 1 and Grade 2
... make a fruit salad.

- Session V* **Directed Physical Activities**
Objectives for play activity. Free play
Rules for safety. Equipment.
Responsibility of Teacher and Educational Assistant
Skills
Games to develop eye-hand coordination.
- Session VI* **Mathematics**
Review of basic principles and objectives
Understanding readiness of children for more complicated steps in learning
Activities in the classroom that foster learning
Skills
Number-readiness game exchange in Kindergarten session (teach to group)
Use of a play store in Grade 1
In Grade 2 – real situation of making and selling cookies to gain funds for special project.
- Session VII* **Mathematics**
The place of drill in a math program
Devices for drill. Materials in use. New materials
Skills – Drill games.
- Session VIII* **Music Workshop**
Integrating music with other curriculum areas e.g., counting songs, songs and rhythms of ethnic groups in community
Role of Educational Assistants with special talents
Demonstration and participation.
- Session IX* **Art Workshop**
Emphasis on crafts activities: puppets, stitchery, masks, toys, mobiles, paper work with flowers, etc.
Demonstration and participation.
- Session X* **Child Development**
Communicating with parents the special needs of children
Communicating with the teacher regarding cultural

differences which influence child's nutrition, dress, behavior
Role playing meetings with parents.

Session XI **Science Workshop**
Review of science curricular areas in Kindergarten, Grade 1 and Grade 2, as outlined in manuals
Demonstration and participation with materials
Relationship to other curriculum areas
Process of recording in Kindergarten, Grade 1 and Grade 2; findings, vocabulary, etc.

Session XII **Language Arts**
Growth in Oral Language
Learning to expand sentences
... descriptive words, synonyms, antonyms, similes
Skill – Dictating rhymes and stories.

Session XIII **Language Arts**
Reading skills
Use of names, signs, alphabet games, word matching, seeing relationships, classifying (in Kindergarten)
Comprehension skills for Grades 1 and 2
Getting main idea, concept development, sequence, emotional tone, critical thinking
Skill – Art of asking questions.

Session XIV **Language Arts**
Various approaches to teaching reading phonics, basal reading, programmed instruction, linguistics, experiential
Demonstration.

Session XV **Child Development**
Meeting individual needs of children
How do we meet these needs through working with individual child, small group, large group
Team work with Teacher, Principal, Guidance Counselor, Parent, Community Centers, etc.

- Session XVI* **Directed Physical Activities**
Additional Skills – games for outdoors
Improvising in absence of equipment
Observing individual difficulties and abilities
Routines
Safety factors
Simple team relays
Competition
- Session XVII* **Audio-Visual Aids**
How to establish a listening and viewing corner
Role of Educational Assistant.
- Session XVIII* **Social Studies**
Activities which implement social studies bulletin in Kindergarten, Grades 1 and 2, e.g., trips in the community, inviting community persons into the classroom, relating to special culture of the community.
Role of Educational Assistant.
- Session XIX* **Child Development**
Feedback from Educational Assistants on observation made in classroom relating to physical, social, emotional, intellectual growth
How do we evaluate?
- Session XX* **Summary and Evaluation**

Session Breakdown – Third Year

- Session I* **Child Development**
Review basic needs, nature of the child 5 – 8
Introduce new findings on how children learn
Assign task of observing one specific child's actions and reactions during a given time.
- Session II* **Child Development**
Observing and recording behavior – purpose, what to record, confidentiality (samples of records).

- Session III* **Child Development**
 Anticipating problems
 Considering children, physical environment, the program, adult attitudes.
- Session IV* **Child Development**
 When trouble comes — dealing with specific difficulties: stealing, fighting, withdrawal.
- Session V* **Reading**
 Preparing for a reading lesson
 Physical environment, materials, motivation, vocabulary development
 Place of reading in the Kindergarten
 Experiences that develop silent reading skills in Grades 1 and 2.
- Session VI* **Reading**
 Uses of reading workbooks, xeroxgraph sheets
 Reinforcement for individual and group
 Resource for creative activity
 Purposeful independent activity
 Following directions
 Use in the Kindergarten? Examination of readiness workbooks, examination of workbooks in Grades 1 and 2.
- Session VII* **Phonics**
 Learning how to attack words
 Place in reading and spelling program
 Games and activities in Kindergarten, Grades 1 and 2.
- Session VIII* **English as a Second Language**
 Philosophy, planning for language growth
 Demonstration of Materials
 Learning simple requests
 Sentence, structure differences
 Some techniques for speech improvement.

- Session IX* **Mathematics Workshop**
 Scope and Sequence of Kindergarten, Grades 1 and 2
 Concepts of sets – activities related to recognizing number in sets without counting.
- Session X* **Mathematics Workshop**
 Counting, adding, and subtracting activities for Kindergarten to develop terms and concepts; grouping, re-grouping, recording in Grade 1; adding and subtracting even and uneven groups in Grade 2.
- Session XI* **Mathematics Workshop**
 Concept of Number Line
 Measuring distance using any unit: block, hand-span, rods, paper lengths;
 unit lengths for comparisons developing addition and subtraction.
- Session XII* **Mathematics Workshop**
 Geometric concepts and fractional parts
 Activities for division of objects and groups of objects into halves, fourths, then thirds; experiences and comparisons of liquid and bulk quantities of various shaped containers; recognition of shapes in environment; developing halves, fourths, thirds of numerical values.
- Session XIII* **Reading**
 Additional reading activities
 Reading in curriculum areas, playing and creating word games, preparing for dramatization, making dictionaries, class library, programmed material.
- Session XIV* **Reading**
 Phonics – structural analysis-endings, compound words, suffixes and prefixes.
- Session XV* **Reading**
 Building and using a class library
 Organization of books, recording, browsing, research, pleasure-reading, care of books.

- Session XVI* **English as a Second Language**
Songs, rhythms, choral speaking, development of
learning games.
- Session XVII* **Planning**
Purpose, types of plans, resources
Planning for a specific activity.
- Session XVIII* **Child Development**
The child with learning difficulties
Our responsibilities — Seeking help.
- Session XIX* **Audio-Visual Workshop**
The overhead projector, transparencies
Operation and preparation.
- Session XX* **Culminating Activities**
Evaluation.

Materials

- A. Specially designed materials have been prepared to implement the suggested scope and sequence. Teachers are expected and encouraged to supplement these with their own materials.
- B. The following is a partial listing of sources that may be contacted for visits (demonstrations or regular programs), speakers, and appropriate materials.
 - 1. New York City Board of Education
 - a. Bureau of Audio-Visual Instruction — miscellaneous materials (films, tapes, etc.).
 - b. Specialists: Supervisors of Early Childhood, Audio-Visual Instruction, Community Coordinators, etc.
 - c. Publications (refer to Early Childhood curriculum bulletins).
 - 2. Outside Resources
 - a. Public Library.
 - b. Local Health Center.
 - c. Neighborhood and community agencies, etc.

The Team Approach

The development of a team approach in education requires cooperation, sensitivity, leadership, flexibility and commitment. It may be described as concentric circles of teams within teams – the classroom team, the total school team, and the home-school team – with the child at the core.

The fulfillment of each child's potential depends upon the effective functioning of the classroom team (professional and paraprofessional) mobilized to a common goal.

Within the structure of the school the varied resources and talents of the total school staff (administrative, pedagogical, etc.) must be meshed to serve the special needs of children from disadvantaged communities.

The successful educational process cannot be directed by the school alone. The goals of socially and personally relevant education can only be achieved by an active home-school partnership.

A. Team Training

Through flexible scheduling, teachers and auxiliaries should be trained jointly for a minimum of one 50-minute period per week (Special Circular #17, 1968-69, dated October 11, 1968).

Joint training of the classroom teacher and educational assistant is an essential ingredient in the team approach to the learning-teaching process. (In fact, federal guidelines for funding mandate it!) The successful classroom team operation depends upon the ability of the teacher and auxiliary to learn new roles and develop new styles of interaction. A variety of experiences may be necessary to stimulate and encourage such growth. Appropriate activities might include:

Weekly one-to-one conferences (classroom teacher and educational assistant).

Monthly meetings of small groups of teachers and educational assistants.

Alternate week separate meetings for groups of teachers and groups of educational assistants.

B. Areas of Concern

Team members must learn new skills, attitudes and understanding. The following topics are suggested for exploration and development:

1. Role Concepts:
 - The teacher's changing role
 - The educational assistant's developing role
2. Overlapping Duties and Responsibilities
3. Individual Needs and Differences — talents, interests, contributions, etc.
4. Cooperative or Team Planning
 - Daily and long range (class trips, cooking, etc.)
 - Development of materials
 - Role of the educational assistant in lesson development
 - Parent relations — contacts, activities, etc.
5. Analysis of the Teaching Process/Functions
6. Cooperative Evaluation of Team Efforts
 - Goals for children
 - Goals for adults

C. The Role of the Trainers

This most important aspect of training, the joint participation of professional and auxiliary, involves a special constellation of attributes on the part of the trainers. The following appear necessary for trainers:

Recognizing the importance of interpersonal relations
Willingness to communicate
Knowledge of how adults learn
Ability to stimulate attitude and behavior changes
Ability to serve as a catalyst in creating team spirit
System know-how

Additional Training Activities

Additional training and supervision provided by school staffs of auxiliary personnel will supplement the career training program coordinated by the District Training Team and the Auxiliary Educational Career Unit. District Superintendents and Principals may request consultation with the field and central staffs of this Unit.

V. POLICY AND PROCEDURE

Selection of District Training Teams

The following are recommendations for staffing a District Training Unit:

1. The Trainer-Coordinator should be an experienced and successful elementary classroom teacher who has had previous experience in working with paraprofessionals.
2. The Auxiliary Trainer should be a paraprofessional of outstanding ability, skilled in inter-personal relations, who has had previous school-related experience.

Selection of Auxiliary Personnel

Priorities and Guidelines

1. Persons selected for employment should represent on a 50:50 basis incumbent employees in other titles and persons referred by the local Community Progress Corporations. Selection shall be made by the Principal on the merits of individual applicants within the guidelines.

Where vacancies are created by the selection of applicants in other titles, every effort should be made by the Principal to fill the resulting vacancies by upgrading qualified personnel and through referral from Community Progress Corporations. District Council 37 of the American Federation of State, County and Municipal Employees, AFL-CIO, may serve as a referral agency for employees in School Lunch and School Aide positions who seek up-grading to available positions. This does not give the union exclusive referral rights, nor does it mean that every employee so referred must be hired. Employees may also apply directly to the schools without referral via Local 372.

2. In all cases, absolute priority must be given to residents of the elementary school's zoning area. Non-residents may be hired if qualified residents are unavailable.

3. Personnel for this program shall be selected from among the following: School Lunch employees; Summer Pre-School Child Development Program employees; Educational Aides in the Summer Day Elementary Schools; and persons referred by local Community Progress Corporations. School Aides and School Lunch employees throughout the system may apply to the participating schools if they meet the requirements, including residence in the school zone. (See Appendix C.)

If Educational Assistants achieve 60 college credits, they may be advanced to the Educational Associate rank in the Auxiliary Educational Career Program. (See Appendices B & F.)

Job Functions

District Training Teams

An effective District Team should provide the following services:

- (a) act as liaison between district staff, school personnel, paraprofessionals and the Auxiliary Educational Career Unit.
- (b) orient district and school supervisory personnel and community members.
- (c) plan for and conduct training sessions for Educational Assistants and Associates and the teachers to whom they are assigned.
- (d) implement the scope and sequence of training provided by the Auxiliary Educational Career Unit.
- (e) prepare materials and resources pertinent to the training curriculum.
- (f) visit the teacher-auxiliary classroom team in action.
- (g) develop expertise in the team training of professionals and paraprofessionals.
- (h) serve as a resource person to the Educational Assistants, Associates (e.g. benefits, appropriate referral sources, etc.).

- (i) assist in the implementation and evaluation of the total program.

Auxiliary Personnel

Auxiliary personnel are considered instructional employees because they work in the classrooms with teachers. Their function and role must be distinguished from the School Aide, whose general duties are to relieve teachers of school activities which do not require teaching. (See Appendix G.)

In order not to infringe upon the duties and responsibilities of the School Aide, job descriptions for auxiliary personnel employed in the classrooms were formulated. (See Appendix H.)

As the Educational Assistant becomes an Educational Associate, greater stress is placed on instructional activities within the classroom. (See Appendix F.) It is anticipated that within the next few years, some of our Educational Associates will become Assistant Teachers. The Assistant Teacher will have the capability of teaching the entire class, as well as to act as a resource to Educational Assistants and Educational Associates. These persons should become licensed or certified teachers within a year. (See Appendix I.)

Utilization of Auxiliary Personnel

In our attempt to effectively use the capabilities of the auxiliary personnel employed in the school, we have devised a Personnel Data Sheet. (See Appendix J.) This Data Form, with its information, is shared with the District Trainer-Coordinator (Teacher), and the schools serviced by the training unit. With this knowledge, the Trainer-Coordinator and the classroom teacher can help develop the classroom team.

During the initial sessions held by the District training team, auxiliary personnel are provided with an information and guidelines booklet. This information acquaints the auxiliaries with their classroom role and should help them to develop their roles as a classroom team member. In addition, information concerning the program and benefits of auxiliary personnel are included in the guidelines. (See Appendix K.)

Continued Employment

In order to guarantee continued employment, the Board of Education of the City of New York, as the hiring agent, retains the right of the employer to continue or discontinue services of individual auxiliary personnel. (See Appendix L.) Therefore, auxiliary personnel will have the same rights and privileges as all other classes of Civil Service employees and may be discharged only with due cause.

A preliminary evaluation of four months service, dating from employment, is required. The discharge of an employee should be on the basis of this evaluation for good and sufficient reason, and only after the following steps have been taken:

1. Every effort should be made by the professional staff (both supervisory and pedagogical) to assist the employee's initial adjustment.
2. Where questions of unsatisfactory performance arise, supervisory techniques applying to pedagogical staff should be used.
3. Consultation with the Office of Personnel's Auxiliary Educational Career Unit should be requested prior to initiating any procedures for terminating the employment of auxiliaries.

Records of attempts to remedy an unsatisfactory situation according to these steps should be maintained. When an auxiliary has served more than a period of four months, and is being discharged, he shall be entitled, upon his request, to be given a written notice of discharge and a statement of general reasons for such action. Such employee will also, upon his request, be afforded a prompt and careful review of the discharge in accordance with the provisions of review procedures prescribed by the Office of Personnel.

Evaluation

Through continued evaluation by the Unit, as well as by outside agencies, it is hoped that the Program will continue to grow, and

the services supplied by the Auxiliary personnel will become more effective. The Auxiliary Educational Career Unit devised its Evaluation Forms to provide information from Supervisors, Teachers and Educational Assistants, so that the services provided to children can be continuously improved. (See Appendices M, N & O.)

The official Evaluation of the Unit and its role, was done by The Center for Field Research and School Services, School of Education, New York University. Copies of their Evaluation and Report may be secured through the Office of Educational Research of the Board of Education of the City of New York.

PROJECTIONS

The Board of Education of the City of New York, the Manpower and Career Development Agency of the New York City Human Resources Administration, and the City University of New York, through continuous cooperation, are attempting to improve the Career Ladder Program. In this effort a Released Time Program has been instituted, effective February 1970. Those auxiliary personnel who are presently attending college under the Career program will be released during part of the school day to attend classes at one of the colleges in the City University system. It is hoped that this will enable participants to graduate from college more quickly, while alleviating the hardships of an evening program. (See Appendix P.)

New programs in the area of new careers and career opportunities, as they develop, will have the cooperation and the coordination of this Unit. The Career Opportunities Program of the Office of Education, which goes into effect July 1970, will also become part of the Career Program under the Auxiliary Educational Career Unit of the Office of Personnel, of the Board of Education of the City of New York.

The Auxiliary Educational Career Unit will continue to provide guidelines and information on the training of auxiliary personnel, as well as providing training to District-based training teams. (See Appendix Q.) The efforts of this Program will always be to improve the education of children in the classroom.

To assure that the training of auxiliary personnel is continuous and consistent, this Unit has provided Institutes that will improve the skills of the trainer-coordinators, and their auxiliary trainers. (See Appendices R & S.)

CONCLUSION

All evaluations to date have indicated that the use of auxiliary personnel does indeed improve the education of children, especially those in disadvantaged areas of the City. Future evaluations should enable this Unit to improve its services to the Districts, the auxiliary personnel, and to the children involved. In this effort, we will also continue to provide current information to all parties concerned through our Newsletters. Copies of these Newsletters may be secured from the Auxiliary Educational Career Unit, of the Office of Personnel, of the Board of Education of the City of New York. (See Appendix T.)

INDEX TO APPENDICES

		Page
<i>Appendix A</i>	Public Law 4536, State of New York, the Employment of Teaching Assistants.	47
<i>Appendix B</i>	Career Ladder Program.	48
<i>Appendix C</i>	Information on Recruitment, Training and Employment of Neighborhood Auxiliary Educational Personnel in Kindergarten Classes in Schools with Strengthened Early Childhood Programs (condensed).	49
<i>Appendix D</i>	Information on Joint Training of Professional and Auxiliary Personnel.	54
<i>Appendix D²</i>	1. Suggestions for Supervisors. 2. Suggestions for Teachers. 3. Suggestions for Auxiliaries. 4. Organization of the Early Childhood Classroom.	56
<i>Appendix E</i>	Job Description for Auxiliary Trainers.	60
<i>Appendix F</i>	Educational Associate Position.	61
<i>Appendix G</i>	School Aide Class Specifications.	64
<i>Appendix H</i>	Job Description for Educational Assistants in Elementary Schools.	66
<i>Appendix I</i>	Job Description for Assistant Teacher.	67
<i>Appendix J</i>	Paraprofessional Data Form (sample).	68
<i>Appendix K</i>	Information and Guidelines for Educational Auxiliaries (condensed).	70
<i>Appendix L</i>	Referrals by the Community Progress Corporations.	72
<i>Appendix M</i>	Principals' Evaluation of Educational Assistants — A Questionnaire.	73

	Page
<i>Appendix N</i> Teachers' Evaluation of Educational Assistants – A Questionnaire.	75
<i>Appendix O</i> Work Experience of Educational Assistants – A Questionnaire.	77
<i>Appendix P</i> Released Time for Paraprofessionals.	80
<i>Appendix Q</i> Information on Training of Neighborhood Auxiliary Educational Personnel in Kindergarten Classes, First and Second Grades, and District Teams.	82
<i>Appendix R</i> Training Design for Auxiliary Education Career Unit Trainers.	84
<i>Appendix S</i> African-American Institute Training Program in African Studies for Trainers of Paraprofessionals.	86
<i>Appendix T</i> Auxiliary Educational Career Unit Newsletter (The Ladder – some sample pages).	88
Projected New York City Career Lattice.	92
Bibliography.	94

APPENDIX A

AN ACT

February 4, 1969

To amend the education law, in relation to
the employment of teaching assistants

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The legislature hereby finds and declares that in many areas of the state there are children who suffer a serious loss of educational opportunity because of a lack of those prelearning experiences which are essential to enable them to communicate orally. The legislature further finds and declares that such ability to communicate is a prerequisite to the learning process, and can best be developed with the assistance of persons who speak the same dialect or language as the child. It is not essential that such persons be certified or licensed teachers, so long as they perform their services under the general supervision of a licensed or certified teacher.

Section 2. Subdivision two of section three thousand nine of the education law, as added by chapter seven hundred ninety-four of the laws of nineteen hundred sixty-one, is hereby amended to read as follows:

2.a. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teacher aides who shall assist the regular teacher or teachers of the district in the performance of their teaching functions by performing those nonteaching duties otherwise performed by such regular teacher or teachers.

b. *Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teaching assistants. Such persons, if so employed, shall be authorized to act only under the general supervision of a licensed or certified teacher.*

Section 3. This act shall take effect immediately.

APPENDIX B

NEW YORK CITY BOARD OF EDUCATION CAREER LADDER

TITLE	QUALIFICATIONS	TRAINING	JOB DESCRIPTION
*ASSISTANT TEACHER	<ul style="list-style-type: none"> .. 90 college credits. .. 2 semesters as an Educational Associate. 	<p>All Auxiliary Personnel in the Career Ladder Program receive orientation and inservice training appropriate to their title and experience.</p>	<p>Initiates and assumes responsibility for teaching functions with minimal direction.</p>
EDUCATIONAL ASSOCIATE	<ul style="list-style-type: none"> .. 60 college credits. .. 2 semesters as an Educational Assistant. .. 2 semesters of inservice training. 		<p>Assumes increasing instructional responsibilities with decreasing supervision.</p>
EDUCATIONAL ASSISTANT	<ul style="list-style-type: none"> .. 60 college credits. .. High School or Equivalent Diploma. 		<p>Assists in instructional activities, in addition to performing monitorial and clerical duties.</p>
EDUCATIONAL TRAINEE	<ul style="list-style-type: none"> .. 7th grade reading level. 		<p>Performs routine monitorial and clerical duties.</p>

*Projected title designed for pedagogical classification.

00047

APPENDIX C

October 30, 1967

RECRUITMENT, TRAINING AND EMPLOYMENT OF NEIGHBORHOOD AUXILIARY EDUCATIONAL PERSONNEL IN KINDERGARTEN CLASSES IN SCHOOLS WITH STRENGTHENED EARLY CHILDHOOD PROGRAMS.

I. General Information

The Board of Education has begun an Educational Careers Program in selected schools, located in those impacted areas with the greatest concentration of poverty children. A central unit under the direction of Mr. Wilton Anderson, Project Director, and the general supervision of Mr. Abraham Wilner, Assistant Superintendent, has been established within the Office of Personnel to implement this program and to develop a career and promotional ladder in the categories of: Aide, Assistant, and Apprentice-Intern. The program is a joint enterprise of the Board of Education and the Human Resources Administration of New York City with the participation of the various colleges of the City University of New York. Initial focus will be on the utilization of auxiliary personnel in classrooms in kindergarten. The program is designed to improve the learning process; improve communications between the schools and the poverty-area communities; liberate teachers from a wide-range of non-instructional tasks so as to allow teachers more opportunities for individual instruction, experimentation and innovation; provide higher educational opportunities for community persons in the low-income groups and provide site-based training through the City University and private colleges.

II. Selection and Employment Procedures

A. Priorities and Guidelines

1. Persons selected for employment should represent on a 50:50 basis incumbent employee, in other titles and persons referred by the local Community Progress Corporations. Selection shall be made by the Principal on the merits of the individual applicant within the guidelines. Where vacancies are created as a result of the selection of applicants according to the above criteria, every effort should be made by the Principal to fill the resulting vacancies by the up-grading of qualified personnel and through referral from Community Progress Corporations.

2. In all cases absolute priority must be given to residents of the zoning area of the elementary school. Non-residents may be hired if qualified residents of the area are unavailable.
3. Personnel for this program shall be selected from among the following: School Lunch employees; Summer Pre-School Child Development Program employees; Educational Aides in the Summer Day Elementary Schools; and persons referred by local Community Progress Corporations. School Aides and School Lunch employees throughout the system may apply to the participating schools if they meet the requirements, including residence in the school zone.

B. The District Superintendent shall:

1. Upon receipt of a schedule of allocation of positions from Mrs. Winton, Director of Early Childhood Education, determine and notify the principals of the number of classes in those schools which will be involved in each phase.
2. Take such other action as is needed for implementation of this program.

C. The Principal of a school with Educational Assistant positions shall:

1. Receive applications from Community Progress Corporations and from employees of the Board, select auxiliary personnel, and complete processing of application forms by November 22 (effective November 27, 1967) for the initial period. Thereafter, hiring for Phase Two must be completed by January 5, 1968 (effective January 8, 1968) and for Phase Three by February 2, 1968 (effective February 5, 1968).
2. Follow employment procedures as outlined in Special Circular No. 11, 1967-1968, dated September 22, 1967, entitled "Revised Personnel Applications for Paraprofessionals". These procedures must be carefully followed in order to assure prompt payment of salaries.
3. Note that qualified personnel have been invited to submit a letter of application or to apply in person to the Principal of the school in which the applicant seeks employment during the application periods. Additionally, officials of Community

Progress Corporations have received information relative to this circular.

4. Fill vacancies caused by resignation or by any other reason between November 22 and February 2 only on the next phasing-in date (January 3 or January 31).
5. Receive information from the Auxiliary Educational Career Unit concerning training and advise the appointees to report for training.

D. All Principals shall:

1. Post the attached poster for the information of School Aides and School Lunchroom personnel and otherwise assure that the information is brought to the attention of affected employees. Advise affected personnel who may be absent.
2. Provide assistance to such personnel, in determining whether they are qualified and the school to which they may apply, and in applying for these positions.

III. Preservice and Inservice Training for Teachers and Auxiliary Personnel

Please note, the first two weeks of employment for auxiliary staff will consist of preservice training some of which will take place in the school itself. The staff of the Auxiliary Educational Career Unit of the Office of Personnel will plan district-based preservice training for the auxiliary personnel and for the teachers to whom they will be assigned. Auxiliaries are required to attend all training sessions. Stipends will be provided for both teachers and auxiliary personnel for attendance at orientation and training sessions held after school. Further information regarding the location and schedule of the training sites will be forthcoming in subsequent circulars.

IV. Requirements, Duties, Salaries, Hours and Benefits of Position of Educational Assistant

Qualification Requirements: High School graduation or a satisfactory equivalent; experience or interest in working with children; understanding of the goals of the program; ability to relate to children and teachers; initiative, interest, desire and ability to participate in an educational career program, after working hours, that will lead to a teaching career.

Duties: To aid the classroom teacher by working with small groups or individual children in some activity so the teacher can work with a large

group. To work with large groups of children so time is available for the classroom teacher to work with small groups or individual children. To assist the teacher by reading to a child or groups of children, listening to a child or a group of children, or assisting with audio-visual aids.

To participate in daily and long-range planning with colleagues. To contribute to enrichment activities by utilizing her special talents and abilities, such as art, singing, music.

To guide children in attempts to work and play harmoniously with other children in the class. To alert the teacher to the special needs of individual children as requested.

To accompany individual children or groups to the toilet. To develop in children an awareness of good health practices such as washing hands before eating and after toileting.

To assume responsibility for routines and supervision of the lunch period in the absence of the teacher. To encourage a wholesome climate during mealtime by assisting in setting an attractive table. To encourage desirable table manners and quiet conversation among the children. To foster good eating habits by having children try new foods and by discouraging waste.

To give special encouragement and aid to the non-English speaking child. To be a source of affection and security to the children.

To assist the teacher in necessary clerical work. To perform related duties as required.

October 30, 1967

POSITIONS AS EDUCATIONAL ASSISTANTS IN KINDERGARTENS OF SELECTED SCHOOLS

Positions are available as Educational Assistants in Kindergarten classes of selected schools. Principals are requested to bring the following information to the attention of School Aides, School Lunchroom workers and other interested employees.

Principals are also requested to assist interested employees in locating and applying for these positions using the guidelines specified in Special Circular No. 30, dated October 30, 1967.

1. **Job Description**

To assist the teacher in the classroom in aspects of instruction.

2. **Hours of work**

6 hours per day, 30 hours per week.

3. **How to apply**

If you live in the area of one of the schools listed, apply to the Principal of that school.

4. **Requirements for the position**

High school graduation or a satisfactory equivalent; experience or interest in working with children; understanding of the goals of the program; ability to relate to children and teachers; interest, initiative and ability to participate in educational programs leading to a career in teaching.

5. **Closing dates for applying**

Phase I	November 18, 1967
Phase II	January 3, 1968
Phase III	January 31, 1968

Post this circular and the attached lists of schools and Community Progress Corporations prominently on bulletin boards in which School Aides, School Lunch personnel and other interested employees have access.

Please inform all of these personnel as to this opportunity.

Hours of Work: All educational assistants in this program will be employed for a 30 hour week (six hours a day) exclusive of lunch. Inservice training to be conducted a half-day a week is considered part of the work schedule. Training conducted outside of school hours will be compensated on another basis, explained elsewhere in this circular.

Benefits: Choice of health plan, sick leave, holiday pay, and vacation pay will be provided in accordance with Board of Education policy (the same basis as School Aides and hourly School Lunch employees). Deduction will be made from pay checks for Social Security payments and withholding taxes.

APPENDIX D

June 13, 1969

JOINT TRAINING OF PROFESSIONAL AND AUXILIARY PERSONNEL

It is anticipated that in 1969-1970, many school districts will employ between 150 and 200 paraprofessionals in centralized and/or decentralized programs.

Training for both teachers and instructional auxiliaries, including team training, is mandated in the Title I guidelines. Therefore, each district must provide training and a training staff. Those districts employing 150 to 200 paraprofessionals should have a training unit consisting of a teacher-coordinator, an auxiliary trainer, and part-time secretarial services. It is estimated that the training unit, as indicated, will cost approximately \$25,000 for the school year. Funds not utilized for personnel should be reserved for materials.

The Office of Personnel will assist the District Superintendents in budgeting for this expenditure by providing up to \$10,000 of the \$25,000 total cost. The remaining \$15,000 is to be charged to district decentralized funds. In any district having fewer than 150 paraprofessionals in centralized and decentralized programs, the District Superintendent may elect to participate in this "grant-in-aid" program at a reduced pro rata share. The Office of Personnel will provide a proportionate share to match the district's allocation. In effect, the Office of Personnel will provide a "grant-in-aid" to each district for the training component.

The district training unit will maintain a coordinated relationship with the Auxiliary Educational Career Unit of the Office of Personnel in order to assure an effective and uniform program for the recruitment, selection, utilization and training of auxiliary personnel.

It is deemed necessary that the program in each district include the following:

1. Initial training for new auxiliaries at start of service.
2. Orientation for new teachers and supervisors.*
3. Continued systematic inservice training for auxiliaries.
4. On-going team training for teachers and auxiliaries.*

*Provision for team training of teachers and auxiliaries should be either on school time or after school. Preparation periods, flexible programming,

etc., can be used in arranging time for team training on school time. If training is to take place after school, districts will have to provide stipends at the rate of \$4.00 per auxiliary and \$6.00 per teacher for each two-hour session.

The Auxiliary Educational Career Unit of the Office of Personnel will continue to offer the following services to the district training units:

1. Staff training in trainer methodology.
2. Supervisory assistance for district trainers.
3. Scope and sequence and curriculum content for training.
4. Specifically designed training materials.
5. Evaluation procedures.
6. Technical assistance and consultation services.
7. Liaison with the City University concerning the college component for participants in the Career Ladder Program.

Each District Superintendent is requested to write to Mr. Gladstone Atwell, Acting Project Director, Auxiliary Educational Career Unit, 65 Court Street, Brooklyn, New York 11201, indicating that he will establish a district training unit as described above and make the necessary budgetary provisions. A reply is requested by June 18, 1969, to enable the Auxiliary Educational Career Unit to make operational preparations for September, 1969.

The Auxiliary Educational Career Unit will assist in the organization of district training units and will, where requested, make staff recommendations.

In order to insure compliance with Federal guidelines and the new school law, districts electing not to accept the "grant-in-aid" must submit an alternate design, utilizing their own decentralized funds, to the Auxiliary Educational Career Unit by August 15, 1969.

APPENDIX D²

Suggestions for Supervisors

1. Personally introduce teacher and auxiliary assigned.
2. Note an area of special interest, talent or ability during interview, and share information with classroom teacher.
3. List names on school organization sheet.
4. Explain auxiliary program to the faculty and Parents Association.
5. Encourage team planning and note entries in teacher's plan book (Daily/Weekly).
6. Arrange for classroom team meetings (preparation periods, flexible scheduling).
7. Invite attendance at faculty conferences.
8. Include in school programs (parent meetings, Open School Activities, etc.).
9. Arrange time for meeting with auxiliaries.
10. Note classroom team at work during informal observations.
11. Discuss and note preferences for the next school year's assignment.

Suggestions for Teachers

1. Put name of your assistant on classroom door.
2. Invite attendance to the following:
 - a. grade conferences
 - b. parent-teacher meetings
 - c. teacher-nurse
 - d. guidance counselor
 - e. etc.
3. Schedule time for cooperative planning and evaluation of lesson plans.

4. Encourage suggestions:

- room arrangement
- homework assignments
- preparation of instructional materials
- introduce to parents and professional colleagues, nurse, guidance counselor, etc.
- new ideas

5. Share Information

- school bulletins
- Board of Education manuals, etc.

6. Share team experiences with fellow teachers.

7. Joint evaluation of child in preparation of promotion sheet (for class placement).

8. Awareness of growth and development of Educational Assistant to lead to greater involvement and responsibility.

9. Differences in opinion should be resolved (as soon as possible) through direct communication with the auxiliary.

10. Plan for brief daily meetings before and/or after class.

Suggestions for Auxiliaries

1. Notify teacher in advance of planned absence.
2. Call school in anticipated absence.
3. Share training experiences with teacher.
4. Inform teacher of special abilities or talents.
5. Share special information re parents-community with teacher.
6. Exchange experiences with fellow paraprofessionals.
7. Offer suggestions for improving teacher-pupil rapport.
8. Enliven lessons (or make more relevant).

9. Home-School communication.
10. Adhere to schedules re arrival, dismissal, etc.
11. Differences in opinion should be resolved (as soon as possible) through direct communication with the teacher.

Organization of the Early Childhood Classroom

The purpose of this outline is to help auxiliary personnel become aware of how Early Childhood classrooms (kindergarten through 2nd grade) are organized to stimulate and encourage young children's learning.

I. Physical Set-Up

- A. Arrangement of furniture
 1. Provision for large group activities.
 2. Provision for small group activities.
 3. Provision for individual activities.
 4. Flexibility — changes made to accommodate new activities.
 - a. Traffic patterns.
 - b. Involvement of children.
 - c. Frequency of rearrangement.
- B. Centers of Interest
 1. What are they?
 2. How are they arranged?
 3. What are the provisions for separation of active and quiet areas?
 4. Are children working in each area? How many?
 5. What is the evidence of routines, e.g., cleanup?
- C. Bulletin boards and displays
 1. What is displayed?
 2. How is it organized?
 3. How often is it changed?
- D. Materials and equipment
 1. Indoor or outdoor.
 2. Provisions for storage.
 3. Routines for use and return of materials.
 4. Relationship of materials and equipment to classroom activities — What are children learning when they play with puzzles, blocks, etc.?
 5. Variety — audio-visual, concrete, representational.

II. Routines

- A. Arrival and dismissal
 - 1. Alone, by bus, or escorted by parents.
 - 2. Individually or by class lines.
 - 3. Time and place.
- B. Clothing
 - 1. Storage.
 - 2. Labeling closet hooks, children's clothing.
 - 3. Dressing problems.
- C. Transitional Activities
 - 1. Kind (fingerplay, etc.).
 - 2. Signal.
 - 3. Time allowance.
- D. Toileting
 - 1. Classroom or regular school facilities?
 - 2. Procedures for leaving the room, e.g., personal need or at a specific time?
 - 3. Toilet routines (handwashing, etc.).
- E. Classroom Traffic
- F. Snack Time
 - 1. What part of the day?
 - 2. How much time is provided?
 - 3. What is served and how?
 - 4. What are the provisions for cleanup?

III Record Keeping

- A. Attendance
- B. Health
- C. Collections — milk, lunch, etc.
- D. Anecdotal Records
- E. Class Records
- F. Individual Progress

APPENDIX E

JOB DESCRIPTION FOR AUXILIARY TRAINERS

Auxiliary Trainers shall serve as members of the District Training Teams or Area Supervisory Teams. Under the direction of the Trainer Coordinator and/or the Area Supervisors, Auxiliary Trainers shall:

1. Assist in the inservice training of auxiliary personnel.
2. Assist in the preparation of training materials and training sessions.
3. Assist in maintaining the field training office, i.e. correspondence, telephoning, etc.
4. Serve as liaison personnel between the auxiliaries, the Central Unit, and the community.
5. Serve as role models for educational assistants and associates.

Qualifications

High School Graduation or equivalency diploma and one of the following:

1. Experience in one of the Auxiliary titles.
2. College training.
3. Advance Job Corps training.

APPENDIX F

January 29, 1969

THE EDUCATIONAL ASSOCIATE POSITION

The Board of Education has authorized the title of Educational Associate as part of its Educational Career Ladder Program. This is to be effective on February 1, 1969. The qualifications for this title are as follows:

I. Qualifications:

Two semesters of satisfactory service as Educational Assistant; and

Two semesters of inservice, Board of Education centrally or locally administered training; and

*60 college credits appropriately distributed to include the following:

6 credits in Social Studies) or 6 credits in
3 credits in Psychology) Behavioral Sciences
3 credits in Sociology	
3 credits in Mathematics	
3 credits in Science	

*NOTE: The 60 college credits requirement, as indicated above, does not apply to Educational Assistants employed prior to February 1969. They may submit 60 college credits regardless of distribution. All Educational Assistants employed after February 1969 must submit 60 college credits with the appropriate distribution.

II. District Superintendents will certify that Educational Assistants who apply have met the qualification of two semesters of satisfactory service as Educational Assistants, and two semesters of Board of Education inservice training. This Certification is to be attached to the application.

III. Educational Assistants who have been in the Career Ladder Program prior to February 1, 1968, are eligible for this position. To apply for this position, the following steps should be taken:

IV. How to Apply for the Position:

- A. A new application (OP-654) should be submitted in triplicate. Check the box indicating "Change in Title". No other forms (fingerprints, etc.) are necessary.
- B. Copy of college transcripts must be forwarded indicating required college credits and subject distribution.
- C. Applications will be accepted from Educational Assistants who will meet the requirements by January 31, 1969.
- D. Application No. OP-654 and college transcripts are to be forwarded to:

Board of Education
Department of Personnel
65 Court Street
Brooklyn, N. Y. 11201
8th floor, Attention of Mr. Jules Feldman

Applications are to be submitted by Educational Assistants when they meet the above qualifications.

V. Budgetary Implications:

No budget modification will be required for payment of those employees who qualify for this position. The budget titles will be modified centrally to read Teacher Aide, Educational Assistant, Educational Associate.

JOB DESCRIPTION FOR EDUCATIONAL ASSOCIATES

Principals are to utilize effectively Educational Associates, as described below. It should be realized that the Educational Associate, with the qualification of two years of college and a minimum of one year experience, should have more responsibilities in reference to the instructional program and community liaison.

DUTIES:

To assist classroom teacher in all instructional activities;
to suggest and prepare instructional materials;
to review and reinforce lessons initiated by classroom teacher;

to aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys) so the teacher can work with a large group;

to work with large groups of children so time is available for the classroom teacher to work with small groups or individual children;

to participate in daily and long-range planning with colleagues;

to contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music);

to guide children in attempts to work and play harmoniously with other children in the class;

to alert the teacher to the special needs of individual children as requested;

to assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas;

to assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running);

to assist the teacher by:

(a) reading to a child or a group of children;

(b) listening to a child or a group of children;

(c) talking to a child or a group of children;

(d) assisting with audio-visual aids;

to accompany individual children or groups to the toilet;

to develop in children an awareness of good health practices;

to encourage a wholesome climate during mealtime by assisting in setting an attractive table;

to encourage desirable table manners and quiet conversation among the children;

to foster good eating habits by having children try new foods and by discouraging waste (serving smaller amounts to those children with tiny appetites for those who desire it);

to aid the classroom teacher in providing experiences for children which will stimulate their curiosity;

to give special encouragement and aid to the non-English speaking child (adjustment to school, development of communication skills);

to be a source of affection and security to the children;

to assist the teacher in necessary clerical work (daily list of absentees, completion of required forms);

to assist teachers in initiating and maintaining open lines of communication with school community;

to act as a resource in the supervision and training of Educational Assistants;

to perform related duties as required.

APPENDIX G

SCHOOL AIDE CLASS SPECIFICATIONS

General Statement of Duties and Responsibilities

Under direct supervision of the principal or of a teacher, relieves the teacher of school activities which do not require teaching or other professional skills, or assists the teacher in charge of the lunch room in routine aspects of the school lunch program; performs related work.

Examples of Typical Tasks

Relieves teachers of yard, hall, lavatory, study hall and other monitorial and patrol duties.

Handles, stores, and distributes text books, instructional supplies and materials, audio-visual equipment and materials, special materials for museum exhibits, science fairs, health education, art, Red Cross, auditorium programs, etc. Maintains inventories.

Accessions and mends classroom and central library books.

Acts as assistant to the school treasurer. Collects funds such as school bank, Current Events, G.O., lunch, milk, etc. Receives monies and records from the classroom teachers. Counts and deposits money. Transmits orders for lunches and milk. Prepares weekly lunch reports.

Assists with classroom clerical work of a routine nature.

Checks reports, notes, library lists, etc.

Handles the arrival and departure of children transported to school by bus.

Directs the school service squad in checking milk deliveries, in distributing milk to the classroom, in collecting containers, and in storing milk for later distribution.

Assists in maintaining order in the lunchroom. Receives the children in the lunchroom, directs them in hand washing, in disposal of wraps, and in lining up for lunch service.

Facilitates the service of lunch to young children. Assists older children in obtaining lunch. Oversees the return of dishes and utensils and the disposal of refuse.

Qualification Requirements

1. Graduation from an elementary school; or
2. A satisfactory equivalent.

Lines of Promotion

None. This class of positions is classified in the non-competitive class.

APPENDIX H

JOB DESCRIPTION FOR EDUCATIONAL ASSISTANTS IN ELEMENTARY SCHOOLS

This description has been developed as a result of joint consultation with representatives of teachers, auxiliary personnel, and the community. It should serve as a guide to the training and utilization of Educational Assistants in kindergarten through third grade classes.

EDUCATIONAL ASSISTANTS ARE TO BE ASSIGNED TO ONE TEACHER AND CLASS AND WILL FUNCTION AT THE DIRECTION OF THE CLASSROOM TEACHER.

Duties:

- to participate in daily and long-range class planning.
- to assist the teacher with large group activities.
- to work with small groups or individual children.
- to read stories to small groups or individual children.
- to contribute to enrichment activities by utilizing special talents and abilities (art, music, interpreting foreign languages, etc.).
- to assist the teacher in guiding children to work and play harmoniously.
- to alert the teacher to the special needs of individual children.
- to give special encouragement to the non-English speaking child.
- to be a source of affection and comfort to all children.
- to assist the teacher in necessary clerical work and to perform related duties as required.

Some Examples of Monitorial and Clerical Duties and Responsibilities:

- keeping attendance and health records;
- preparing instructional materials;
- arranging displays and bulletin boards;
- collecting monies and assisting with housekeeping chores;
- checking, storing, and taking inventory of supplies and materials;
- assisting children upon arrival and in preparation for dismissal;
- escorting children (bus, office, toilet, playground);
- arranging for field trips;
- translating and interpreting foreign language.

APPENDIX I

JOB DESCRIPTION FOR ASSISTANT TEACHER

The Assistant Teacher shall function under the supervision and guidance of the classroom teacher and a representative of the teacher-training institution being attended by the Assistant Teacher.

Duties:

- to assist in daily and long-range planning with colleagues.
- to prepare individual lesson plans.
- to teach lessons to the entire class.
- to review and reinforce lessons.
- to work with large groups of children as needed.
- to work with individual children in need of additional assistance.
- to assist individual children in the participation of the general lesson.
- to assist and encourage children in independent study.
- to assist the teacher by:
 - a. reading to a child or a group of children;
 - b. listening to a child or a group of children;
 - c. talking to a child or a group of children;
 - d. assisting with audio-visual aids.
- to give special encouragement and aid to the non-English speaking child.
- to participate in parent interviews and open school activities.
- to act as a resource in the training of Educational Assistants and Educational Associates.
- to assist the teacher with clerical and monitorial duties.

Requirements:

Persons currently matriculating in a teacher-training institution as an upper junior, senior, or graduate student in a program actively leading to a degree in Education.

Experience as an Educational Assistant, Educational Associate, or Auxiliary Trainer, and/or 9 credits in Education courses at a recognized institution.

APPENDIX J

PARAPROFESSIONAL DATA FORM

Last Name	First Name	Maiden Name	Date of Birth
Home Address		Phone No.	Soc. Sec. No.
School	Title	Rate of Pay	
Working Hours	Class	Teacher	

Have you worked for the Board of Education previously? _____

Year?	What Program?	Title?
-------	---------------	--------

If you are a new employee of the Board of Education, which Community Progress Agency or local Anti-Poverty Agency interviewed and referred you to your school principal?

Name of local Referral Agency	Address
-------------------------------	---------

Aside from opportunity for employment, what prompts your interest in this kind of work? _____

High School Attended	Location	Year Graduated
----------------------	----------	----------------

H.S. Equivalency No.	Date
----------------------	------

College Attended	Location	Dates
------------------	----------	-------

No. of Credits	Major
----------------	-------

Mark with an "X" those things you can do:

Type ☐ Tell Stories ☐ Read Stories ☐ Sing ☐ Dance ☐ Play Piano ☐ Lead Singing ☐ Lead a Game ☐ Print (Hand) ☐ Make Illustrations ☐ Run a Projector ☐ Supervise Children ☐ Teach Dancing ☐ Arrange Bulletin Boards ☐ Cut Stencils ☐ Sew ☐ Operate Tape Recorder ☐ Operate Record Player ☐ Speak a Foreign Language ☐ Which? _____

Other Skills or Hobbies you have _____

Previous Work Experiences (Office, Factory, etc.). How long? _____

Previous Training (Headstart Orientation, etc.) _____

State briefly how you feel that you can contribute to the success of this program: _____

State briefly how you think this program can assist you in your work and educational plans: _____

APPENDIX K

INFORMATION AND GUIDELINES FOR EDUCATIONAL AUXILIARIES

Welcome to a challenging new educational program. Your special talents and abilities help to make you a valuable member of the classroom teaching team. Teacher and auxiliary working together should improve the education of our children and strengthen school-community relations.

School personnel — principals, teachers and trainers — will help you to fulfill your new responsibilities.

We hope this material will be helpful to you.

Good luck and best wishes in your important position.

September 1969

OVERVIEW OF THE EDUCATIONAL CAREER PROGRAM

The New Careers movement is sweeping across the country and the New York City Board of Education is one of the leaders. Although auxiliary (paraprofessional) personnel have been employed for many years in a variety of positions, we now have a new and exciting program of career development.

The Educational Career Program is a joint enterprise of the Board of Education and the Human Resources Administration, with the participation of the various colleges of the City University of New York. At this time, the college aspect of this program involves those Educational Assistants and Associates assigned to kindergarten classes in Title I schools. The Educational Career Program is designed to give neighborhood paraprofessionals special training to perform important jobs as instructional assistants and also offers the opportunity for higher education.

The Career Ladder was established to provide employment at varying levels of development. Some paraprofessionals will eventually become licensed teachers; however, all educational auxiliaries have an important role to play in our schools.

PARAPROFESSIONAL PERSONNEL EMPLOYEE BENEFITS

The following information excerpted from the Office of Business Affairs release applies to all paraprofessional titles:

Vacation Pay — payable at the rate of one hour for every 20 hours of service payable in June, 1969 for service from April 1, 1968 to March 31, 1969. Service after March 31, 1969 will be credited towards vacation pay payable in June, 1970. A minimum of 60 sessions must be worked each year before vacation pay is allowed. The vacation pay payroll will be prepared centrally by the payroll section.

Holiday Pay — payable at the rate of 8 hours of service for every 160 hours of service payable in June 1969 for service rendered from April 1, 1968 to March 31, 1969. Service after March 31st will be credited towards holiday pay payable in June 1970. To be eligible, an employee must have worked a minimum of 161 hours of service each year. The holiday payroll must be prepared centrally by the payroll section.

Sick Leave — is earned at the rate of one hour for every 20 hours of service and records are maintained centrally. Make no entry on Form A.S. 58 to grant sick leave pay to an employee. Upon receipt of an "Application for Sick Leave Pay" properly completed, the Payroll Section will make the necessary payroll entries on Form A.S. 58 after first checking the employee's earned sick leave balance. Sick leave forms may be obtained from the Office of Administrative Personnel, 65 Court Street, Brooklyn, N.Y. 11201.

Medical Plan — employees who are scheduled to work at least 20 hours per week are eligible to be enrolled in a medical insurance plan. For more detailed information call the Office of Administrative Personnel.

Union Welfare — In accordance with collective bargaining agreement, the Board of Education pays on behalf of School Aides only 3 cents for each hour of service rendered by them into a union welfare fund.

NOTE: Student Aides (Homework Helpers) are not eligible for the above benefits.

Social Security — Wages paid to paraprofessionals are subject to Social Security taxes.

APPENDIX L

September 15, 1969

TO DISTRICT SUPERINTENDENTS

Dear Sir or Madam:

It has come to our attention that some Community Progress Corporations require educational assistants and auxiliary trainers, employed in the Strengthened Early Childhood Programs, to report back to the Community Progress Corporations for a new referral as if this program was a new program rather than a recycling of a continuing program.

The Community Progress Corporations are referral agents for 50% of the educational assistants employed in the Strengthened Early Childhood Programs. (See Special Circular No. 30, 1967-68.) The remaining 50% were to be up-graded from people employed in other positions within the Board of Education, such as school aides and school lunch workers. Some of these were to be referred through District Council No. 37.

Once a person is employed by the Board of Education, the referral agent's responsibility is completed. Therefore, there should be no need for any re-referrals, as this would disrupt the continuity of employment and negate the purposes of the training program, as well as create serious problems in the college career ladder phase of this program.

Very truly yours,

Gladstone Atwell
Acting Director

APPENDIX M

May 1969

Dear Principal:

Ladies and Gentlemen:

We request your cooperation in helping us to evaluate the effectiveness of Educational Assistants in centralized programs (Strengthened Early Childhood Program, Strengthened Primary Program, and Third Grade State Urban Program).

Please fill out the questionnaire below.

Principal's Evaluation

Form A

	Little or None	Moderate	Great
1. There has been an improvement in school-community relations.	_____	_____	_____
2. There has been an improvement in teacher morale.	_____	_____	_____
3. The district training program for Educational Assistants was effective.	_____	_____	_____
4. There has been a positive impact on the overall school program.	_____	_____	_____
5. The allocation of Educational Assistants should be increased.	_____	_____	_____

District No. _____

Comments

If more space is needed, use back of form.

Form B

	Agree	Uncertain	Disagree
1. Parent involvement in school functions has increased.	_____	_____	_____
2. Teachers' attitudes toward parents and children are more positive.	_____	_____	_____
3. Parent-teacher understanding has improved.	_____	_____	_____
4. School discipline problems have decreased.	_____	_____	_____
5. Children's behavior has improved.	_____	_____	_____
6. Teacher morale has improved.	_____	_____	_____
7. A source of potential teachers has been developed among the indigenous para-professionals.	_____	_____	_____
8. School-community interaction has increased.	_____	_____	_____
9. Teacher turnover has decreased.	_____	_____	_____

APPENDIX N

May 1969

Dear Teacher:

We seek your help in evaluating the effectiveness of Educational Assistants in centralized programs.

Teacher's Evaluation

Form A

	Little or Never	Somewhat	Form A Very Much
1. Helps with clerical duties.	_____	_____	_____
2. Helps with classroom management.	_____	_____	_____
3. Helps with monitorial duties.	_____	_____	_____
4. Participates in classroom planning.	_____	_____	_____
5. Facilitates greater use of small group instruction.	_____	_____	_____
6. Helps provide more individualized instruction.	_____	_____	_____
7. Serves as a source of support to children in need of individual attention.	_____	_____	_____
8. Contributes special talents and abilities to enrichment activities.	_____	_____	_____
9. Helps to improve school-community relations.	_____	_____	_____
10. Classroom performance reflects the effectiveness of the following:			
on-the-job training	_____	_____	_____
district training sessions	_____	_____	_____
college attendance	_____	_____	_____

District No. _____ P.S. _____ Grade _____

Comments

If more space is needed, use back of form.

Form B

	Agree	Uncertain	Disagree
1. The amount of time I spend on clerical and monitorial duties has decreased.	_____	_____	_____
2. The amount of time I spend on classroom management and school routines has decreased.	_____	_____	_____
3. I am able to devote more attention to individual children.	_____	_____	_____
4. Small group instruction occurs more frequently.	_____	_____	_____
5. Discipline problems have been reduced.	_____	_____	_____
6. I am able to complete my lesson plans more often.	_____	_____	_____
7. Class behavior shows improvement.	_____	_____	_____
8. Parent interest has increased.	_____	_____	_____
9. I experience greater satisfaction from teaching.	_____	_____	_____

APPENDIX O

June 1969

Dear Educational Assistant:

We would like your help in order to improve your training and work experience. Please complete the questionnaire below and return it to your District Trainer-Coordinator.

I. WORK EXPERIENCE

Form A

	Little or Never	Sometimes	Very Often
1. I help with clerical work.	_____	_____	_____
2. I help with housekeeping and classroom management.	_____	_____	_____
3. I help the teacher in class planning.	_____	_____	_____
4. I have many opportunities to work with children.	_____	_____	_____
5. I work with small groups of children.	_____	_____	_____
6. I work with large groups of children.	_____	_____	_____
7. I help individual children.	_____	_____	_____
8. I spend time on activities outside the classroom.	_____	_____	_____
9. I help the parents and teacher to understand each other.	_____	_____	_____
10. There are some things I could do that I am not asked to do.	_____	_____	_____

Comments

If more space is needed, use back of form.

II. TRAINING

1. My work has improved as a result of the following:

on the job training (teacher, principal) _____
district training sessions _____
college attendance _____

2. Did you attend all the inservice training sessions this year? _____
If not, reasons for not attending?

3. Which training was most useful in your job?

skills development _____

basic knowledge _____

4. In which areas would you like more training

skills development _____

basic knowledge _____

other _____

5. Have you any suggestions for joint or team training involving you and your classroom teacher?

6. Did you attend inservice training last year? _____

Comments

If more space is needed, use back of form.

District No. _____ P.S. _____ Grade _____

III. CLASSROOM EXPERIENCE

Form B

	Agree Very Much	Agree Somewhat	Disagree
1. I spent too much time on duties outside my classroom assignment.	_____	_____	_____
2. I had many opportunities to work with children.	_____	_____	_____
3. The most valuable thing about the job was the extra money for my family.	_____	_____	_____
4. The most important thing about the program was the opportunity to study for a college degree.	_____	_____	_____
5. I learned some things that will help with my own children.	_____	_____	_____
6. I think that there were many things I could have done well that I was not asked to do.	_____	_____	_____
7. I feel that this is just a job, and would prefer it without continuing my schooling.	_____	_____	_____
8. I would like to continue college and become a teacher.	_____	_____	_____
9. I feel that I have helped to improve the education of children.	_____	_____	_____
10. I feel that I have assisted the teacher.	_____	_____	_____
11. I think that the teacher with whom I have been working has been helpful to me.	_____	_____	_____

Comments

Use space below for additional comments.

APPENDIX P

November 21, 1969

TO ASSISTANT SUPERINTENDENTS AND ALL
PRINCIPALS AND HEADS OF BUREAUS

Ladies and Gentlemen:

We are pleased to announce that an agreement has been reached between the New York City Board of Education and the Manpower and Career Development Agency of the Human Resources Administration, on a policy of released time for paraprofessionals in the Career Ladder Program, on a shared-cost basis between the two agencies.

Effective February 1, 1970, those Educational Assistants and Educational Associates attending classes at the City University, who formerly worked full time in selected Title I kindergarten classes, will be granted five hours weekly, with pay, to attend afternoon classes in the Paraprofessional Teacher Education Program.

This work-study program will implement the Career Ladder Program developed in 1967, and facilitate more rapid advancement on the career ladder for those paraprofessionals desiring to become certified or licensed teachers.

Educational Assistants and Associates involved in the college program under the Board of Education, will be employed in the schools for 25 hours per week. The five hours of released time will vary since the participating colleges establish schedules to meet the specific needs of the students and staff. However, at no time is the released time to exceed five hours.

Educational Assistants and Associates involved in the college program will continue to receive Board of Education training as follows:

1. Team training (teacher and auxiliary) for a minimum of one (50-minute) period per week, utilizing flexible scheduling within the school.
2. Inservice training of one two-hour session per month arranged by the district training team.

Educational Assistants and Associates who are not in the college program at the City University will continue to receive the following Board of Education training:

1. **Team training** (teacher and auxiliary) for a minimum of one (50-minute) period per week, utilizing flexible scheduling within the school.
2. **Inservice training**, the equivalent of one day per month for skill development.

This will assure an opportunity for continuous professional growth. It is anticipated that acceleration of this work-study program will result in multiple gains for the paraprofessional, the professional, and the children whom they serve in the New York City public school system.

If you have any questions concerning the contents of this circular, please contact the Field Supervisor of the Auxiliary Educational Career Unit servicing your district.

We thank you for your continued cooperation.

NATHAN BROWN
Superintendent of Schools (Acting)

APPENDIX Q

October 11, 1968

**TO DISTRICT SUPERINTENDENTS, UNIT ADMINISTRATORS,
AND ALL PRINCIPALS AND HEADS OF BUREAUS**

Ladies and Gentlemen:

TRAINING OF NEIGHBORHOOD AUXILIARY EDUCATIONAL PERSONNEL IN KINDERGARTEN CLASSES, FIRST AND SECOND GRADES, AND DISTRICT TEAMS

1. TRAINING OF DISTRICT TEAMS

- 1.1 District training teams and persons responsible for training are invited to participate in a one-week period of staff training commencing October 14, 1968. The district Trainer-Coordinator and Auxiliary Trainer selected should report to the Auxiliary Educational Career Unit, 65 Court Street, 10th Floor, at 9:00 A.M. on Monday, October 14, 1968.

2. TRAINING OF AUXILIARIES TO MEET FEDERAL GUIDELINES

- 2.1 Initial services training of new auxiliaries is planned for a two-week period commencing on October 21, 1968.
2. Inservice training of new and incumbent auxiliaries:
Through flexible scheduling, teachers and auxiliaries should be trained jointly for a minimum of one (50-minute) period per week.
- 2.3 The equivalent of one day per month should be allocated for skill development of the Educational Assistants.
- 2.4 It is recommended that all training sessions be conducted during school hours. If training is to take place after school, districts will have to provide stipends at the rate of \$4.00 per auxiliary and \$6.00 per teacher for each two-hour session.
- 2.5 Auxiliaries should attend all scheduled training sessions.

3. ORIENTATION AND TRAINING OF PROFESSIONAL STAFF

3.1 Principals, assistant principals and teachers should receive basic orientation prior to the assignment of Educational Assistants to the classroom.

3.2 In addition, the classroom teacher, to whom an Educational Assistant has been assigned should receive on-going team training.

4. SERVICES PROVIDED BY THE AUXILIARY EDUCATIONAL CAREER UNIT OF THE OFFICE OF PERSONNEL

4.1 The following services, materials and resources will be available to all districts:

- (a) Scope and sequence and curriculum content for training.
- (b) Specifically designed training materials and evaluation procedures.
- (c) Staff training in trainer methodology.
- (d) All technical assistance and consultation services.
- (e) Research and evaluative project reports.
- (f) Periodic site visitations to review the training process in operation.
- (g) Scheduled conferences to assist district based training teams as needed.

Very truly yours,

Theodore H. Lang
Deputy Superintendent

APPENDIX R

TRAINING DESIGN FOR AUXILIARY EDUCATION CAREER UNIT TRAINERS Developed By NEW CAREERS TRAINING LABORATORY

TOPICS	SUB-TOPICS	TRAINING OBJECTIVES	TECHNIQUES	MATERIALS/A.V. AIDS	EXPECTED OUTCOMES
NCTL Training Techniques	Instrumented Training. 4 step method. Discussion Stimulator. Buzz Groups 66. Stimulation Training. Role-play Techniques.	To describe and demonstrate the theories and structure of selected NCTL training techniques.	Lecture/Discussion/ Demonstration. Action oriented exercise. Evaluation. Summary.	1. Manual-Role play in new careers training. 2. Audio-Visual discussion stimulator technique. 3. Instrumented training technique. 4. Summary Sheet.	Demonstrated knowledge of theory; structure; and approach application of NCTL training techniques.
Development of Groups.	Phase I - Search for Structure. Phase II - Testing and Sterotyping. Phase III - Awareness of Individual differences. Phase IV - Awareness of the Group. Group Member Roles.	To provide information to show the relationship between the group experience and the development of effective leadership skills and personal growth.	Lecture/Discussion/ Buzz Groups. (Silent Observer). Evaluation. Summary.	1. Film Clips - Groups in action. 2. Group Rating Scales. 3. Outline - Phases of group development. 4. Outline - Group member roles. 5. Suggested reading. 6. Summary Sheet.	Development of initial skills in the identification of the developmental stages of groups, and the roles assumed by individual group members.
Group Processes:	Establishing Rapport. Providing Structure. Providing Closure. Task Oriented Groups. Trainer Styles.	To provide information about basic group processes to enable trainers to function effectively with groups.	Lecture/Discussion/ Shared Experience and Feedback. Evaluation. Summary.	1. Basic Group process for trainers. 2. Some suggestions for trainers working with Teacher Auxiliaries. 3. Suggested reading. 4. Summary Sheet.	Verbalized understanding of basic group processes and initial skills in the conceptualization of advanced group process theories based on this understanding.

TOPICS	SUB-TOPICS	TRAINING OBJECTIVES	TECHNIQUES	MATERIALS/A.V. AIDS	EXPECTED OUTCOMES
Guided Group Interaction. (GGI)	Basic Purposes of GGI. Assumptions Regarding GGI Goals. Developmental Phases of GGI.	To describe and demonstrate the theory and structure of Guided Group Interaction Methodology.	Lecture/Discussion/ Instrumented Training Exercise. Evaluation. Summary.	1. Sample GGI Case History. 2. Suggested reading. 3. Summary Sheet.	Demonstrated understanding through application of GGI techniques.
Evaluation Techniques.	Group Evaluation Techniques. Small Groups. Large Groups. Pre-Testing and Post-Testing Evaluation Tools. Evaluating Training Sessions. Individual Evaluations. Group Evaluations.	To provide basic information and skills to enable trainers to evaluate the group process and individual behavior within the group objectively.	Lecture/Discussion/ Action Oriented Exercise. Evaluation. Summary.	1. Sample Evaluation Forms. 2. Summary Sheet.	Increased understanding of the appropriate utilization of various evaluation tools and techniques and the appropriate interpretation of each.
Review and Evaluation. Final Delivery of Materials.	Review and Evaluation of Individual Sessions. Review and Evaluation of Materials. Shared Experience and Feedback Projections.	To review and evaluate overall training program and training materials. (utility value?) (quality of content?) (clarity and style of presentation?)	Informal Discussion. Suggested Participants: G. Atwell R. Pernice M. Armstrong AECU Trainer (1) - optional F. Riessman H. Banks V. C. Jackson R. Acosta L. Grannick	Audio - tape recording (optional).	

APPENDIX S

AFRICAN-AMERICAN INSTITUTE TRAINING PROGRAM IN AFRICAN STUDIES FOR TRAINERS OF PARAPROFESSIONALS

The African-American Institute in cooperation with the Auxiliary Educational Career Unit of the New York City Board of Education has developed a training program for trainers which focuses on how to assist the classroom team (teacher and educational assistant) in teaching about Africa.

The Program will:

1. Give the training teams needed background information on the society and culture of Africa past and present.
2. Discuss and demonstrate techniques for communicating effectively to Afro-American students the richness of their African heritage.
3. Help define the ways in which educational assistants can assist teachers in their efforts to correlate African studies with the Early Childhood curriculum.

Sessions:

1. **Parent School Community Relations**
Importance of good relations, role of interest groups, nature of community from which school draws its pupils, community resources, agencies interested in Africa and the pupil as a public relations agent.
2. **Role of Educational Assistants in Developing Pupil-Teacher Relationships**
Motivation for African Studies, techniques, learning activities, discipline.
3. **Influence of Social Change on Cultural Expression (Part I)**
English speaking Africa language and education, institutions, art forms, art, theatre, literature, dance music.
4. **Influence of Social Change on Cultural Expression (Part II)**
French speaking Africa.

5. Africa and The Americas – Historical Links

Role of the black man in the Americas in the evolution of nationalism in Africa.

6. Curriculum Materials for Teaching About Africa

7. Developing and Evaluating Programs for African Studies

Aims and rationale, objectives, integration into curriculum, activities, problem approaches, application to pupil need and experience.

APPENDIX T

THE LADDER

AUXILIARY EDUCATIONAL CAREER UNIT NEWSLETTER

SPRING 1969

Program Report

At this writing, approximately 6,200 Educational Assistants are employed in the New York City Public School system. There are more than 1,100 Educational Assistants working in kindergarten classes, of which 725 are enrolled in courses at the community colleges. Since November, 1968, 2,500 Educational Assistants have been assigned to the first and second grades, and as of February 3, 1969, 500 Educational Assistants are working in third grade classes. The remaining number of Educational Assistants are employed in decentralized district programs involving all grades.

The title of Educational Associate was authorized by the Board of Education as the next upward step in the Career Ladder Program and became effective on February 1, 1969. To date, 53 former Educational Assistants have applied and have been processed for this new position. With the completion of the 1968-69 school year, many Educational Assistants will become eligible for the Educational Associate position. We are, therefore, reprinting the qualifications and job description in this issue of THE LADDER (See Page 4.)

We are also pleased to announce that 18 Trainees in the Public Service Careers Program who have completed Basic Education courses and have successfully passed the High School Equivalency Examination are participating in an experimental program. With this program the Board of Education employs the 18 as Educational Assistants in selected third grade classes for four hours per day. They are released to attend Manhattan Community College for 3 hours a day, for which they receive a stipend from the Manpower and Career Development Agency.

BERNARD E. DONOVAN
NATHAN BROWN
FREDERICK W. HILL
THEODORE H. LANG
SEELIG LESTER

Superintendent of Schools
Executive Deputy Superintendent
Deputy Superintendent, Business Affairs
Deputy Superintendent, Personnel
Deputy Superintendent, Instruction

Ladder Advisory Committee

Gladstone Atwell	Acting Director
Rose Pernice	Assistant Director
Marion Armstrong	Program Assistant
Louise Strouble	Auxiliary Trainer
Maria Gomez	Auxiliary Trainer

Educational Assistants, new and experienced, continue to receive inservice training provided by Auxiliary Educational Career Unit area training teams and/or district-based training teams. In turn, members of the training teams themselves, participate in special "Training-the-Trainer" workshops designed to develop the individual and team skills so vital to a meaningful and successful field training program for paraprofessionals.

Gladstone Atwell
Acting Director

Paraprofessional Conferences

One indication of the growing importance of the paraprofessional's role in the classroom is the ever-increasing number of conferences addressed to the subject.

On January 9, 10, 1969, the National Conference on the Paraprofessional, Career Advancement, and Pupil Learning was held in Washington, D.C. The conference was co-sponsored by the New Careers Development Center (N.Y.U.) and the National Commission on Teacher Education and Professional Standards (TEPS). Prominent speakers included Dr. Don Davies, Associate Commissioner of Education; Dr. Gardan Bowman, Program Analyst, Bank Street College of Education; Dr. Frank Riessman, Director, New Careers Development Center; Dr. Arthur Pearl, Professor of Education at the University of Oregon; and the Auxiliary Educational Careers Unit's Director, Mr. Wilton Anderson. Mr. Anderson led a panel discussion on "Training and Education." During the question and answer period that followed it became evident that paraprofessionals want more involvement in the planning of paraprofessional programs and conferences. Few paraprofessionals had been invited to the conference, but those few were forceful and eloquent in stating their need for more active participation in New Careers Programs.

On March 10, 11, 12th, a conference on Higher Education and the Paraprofessional was held in New York City. It was co-sponsored by the New

York State Education Department, and the Division of Teacher Education, City University of New York. Two paraprofessionals served on the Planning Committee for this conference: Malinda Jones, Educational Assistant at P.S. 67 in Brooklyn, and Don Moore, who represented the Citywide Paraprofessional Association, New York City. The program included several small group discussions on four main topics:

1. Articulation in The Training of Paraprofessionals.
2. Work-Study programs in The Training of Paraprofessionals.
3. College Curriculum in The Training of Paraprofessionals.
4. Team Training in The Training of Paraprofessionals.

Mr. Gladstone Atwell, Acting Director of the Auxiliary Educational Career Unit, served as leader for the discussion group on work-study programs. Recommendations from the small group discussions will be printed in the next issue of THE LADDER.

A special issue of the New Careers Development Center's Newsletter was distributed at the March 10-12 conference. In it appeared an announcement that The Committee to Form a New York New Careerist Association would sponsor a one-day conference on March 15, 1969. The conference was held at Brotherhood-In-Action with over 300 paraprofessionals in attendance.

The newly formed Association received a \$90,000 grant from the Community Development Agency for the purpose of "forging new links between community and agencies, to advance career opportunities and job security of the paraprofessional, and to enable him to gain the most from union contracts."

Appearing elsewhere in the New Careers Development Center Newsletter is an article entitled "Schools Add New Rung, But No Way to Get There." We refer the editors to page 1 of this publication. Educational Assistants within the New York City Public School System have found a way, and many more, with 10 hours of monthly Board of Education training will also find a way for the same career advancement. It is a modest beginning, but a beginning nevertheless, which no other large school system can claim.

QUOTES FROM THE LADDER MAILBOX

...I know that you will be interested in the enclosed expression of one of our Educational Assistants. It reveals a beautiful opportunity for assistance

and achievement, both for the children and teachers who are helped, and for the educational assistant who gives that help. Miss Woods has done an excellent job, and I believe that her written story** would be of great interest and value to you, and all the others who are interested and involved in this program. . .

Sarah H. Addelston
Principal, P.S. 136Q

**(Excerpts from Miss Woods' story follow.)

. . . To fulfill a child's dream is to teach him so that he can try on his own . . .
As I see children I have taught, prepare to leave, I only hope they will strive to be somebody in the world of today. I hope that they will strive also to be teachers to help teach others as they have been taught. As I venture on through my career, I see hope . . . there are more steps up the ladder that I can reach, and someday I will . . .

Antoinette C. Woods
Educational Associate, P.S. 136Q

. . . I have found my Educational Assistant, Marion Kemps, invaluable. She works closely with me in every part of the Kindergarten program — in fact, she is almost like a second self — shadowing me, and reinforcing everything I do. . .

Marion Ventosa
Kindergarten Teacher, P.S. 16R

. . . We've been most successful with the two Educational Assistants assigned to P.S. 190M. They are superior ladies. Mrs. Gloria Gomillian and Mrs. Erlene Caines are doing a grand job. . .

Pauline N. Cagen
Principal, P.S. 190M

. . . Thank you for your copies of THE LADDER. It is an excellent newsletter, which must have pleased all the people who received it, and all the contributors who participated in it. . .

Bernard Friedman
District Superintendent, 7X

PROJECTED CAREER LATTICE

INSTRUCTIONAL	SOCIAL SERVICES GUIDANCE	SPECIAL SUBJECTS	LIBRARY	BUSINESS SUBJECTS	CONTINUING EDUCATION	EDUCATIONAL SPECIALIST
Teacher	Counselor	Teacher	Librarian	Teacher	Teacher	Teacher
Assistant Teacher	Assistant Counselor	Assistant Teacher	Assistant Librarian	Assistant Teacher		Recreation Associate Swimming A.A. Degree 60 college credits.
90 college credits						Satisfactory completion of course in swimming, including life-saving in college or an aquatic school, and possession of an appropriate certificate in first-aid.
1 year Associate						
Educational Associate	Family Associate	Educational Associate	Library Associate	School Secretary	Recreation Associate 60 college credits, or A.A. Degree, or High School Diploma with 5 years of professional experience in a special area, such as Dance. A differential would be provided for 3 years of college.	Auxiliary Trainer High School Diploma or Equivalency Diploma. Advance Job Corps training. Experience in one of the auxiliary titles. College training.
60 college credits;						
1 year experience;						
1 year training.						

PROJECTED CAREER LATTICE (Contd.)

INSTRUCTIONAL	SOCIAL SERVICES GUIDANCE	SPECIAL SUBJECTS	LIBRARY	BUSINESS SUBJECTS	CONTINUING EDUCATION	EDUCATIONAL SPECIALIST
Educational Assistant High School Diploma	Family Assistant	Educational Assistant	Librarian Assistant	Secretary Assistant	Recreation Assistant High School Diploma or High School Equivalency. 18 years of age.	Parent Program Assistant High School Diploma; live in community to be serviced; one semester of paid experience as a Family Assistant or 1/2 year experience in a community program or one full year of non-paid service.
Teacher Aide No educational requirement; Ability to read and write English.	Family Worker	Teacher Aide	Librarian Aide	Secretary Aide	Recreation Attendant Ability to read and write English. 18 years of age.	

BIBLIOGRAPHY

A New Careers Guide for Trainers of Education Auxiliaries. Prepared by The New Careers Training Laboratory, New York University, School of Education, New York, 1968.

"Auxiliary Personnel in the Elementary School". National Elementary Principal, Vol. 46, 1967. Entire Issue.

Auxiliary School Personnel. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967.

Bowman, Garda and Klopff, Gordon. New Careers and Roles in the American School. New York: Bank Street College of Education, 1967.

Brenner, Marcella; Kear, Jeanette; and Wolfe, Bee. Teacher Aides in Action in Elementary and Secondary Schools. Washington, D.C.: Washington School of Psychiatry, 1969.

Connors, Joy. "Building a Career Ladder". American Education, February, 1969. pp. 15-17.

Education: an Answer to Poverty. Washington, D.C.: joint publication of U.S. Office of Education and Office of Economic Opportunity. n.d.

Fishman, Jacob and Terris, Shirley. New Careers: Procedural Guide for Program Development, Sourcebook for Trainers. Washington, D.C.: Information Clearing House, National Institute for New Careers, University Research Corporation, 1424 Sixteenth Street, N.W., 1968.

Gartner, Alan. Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data. New York: New Careers Development Center, New York University, 1969.

Gould, Richard J. Guide to Funding New Careers Programs, (revised edition). New York: New Careers Development Center, New York University, 1969.

Innovation for Time to Teach. Washington, D.C.: Time to Teach Project, National Education Association, Department of Classroom Teachers, 1966. pp. 113-147.

"Innovations in Education". *Journal of the Association for Supervision and Curriculum Development*, November 1966. pp. 175-183.

Jackson, Vivian and Paniagua, Lita. *Role Play in New Careers Training*. New York: New Careers Training Laboratory, School of Education, New York University, 1968.

Joyce, Bruce R. "Man, Media and Machine", NEA-TEPS Commission booklet, 1967.

Klopf, Gordon J.; Bowman, Garda W.; and Joy, Adena. *A Learning Team: Teacher and Auxiliary*. Produced by Bank Street College of Education for the U.S. Office of Education. Available from Bureau of Educational Personnel Development, U.S.O.E., Washington, D.C., 1969.

Klopf, G.J. and Bowman, G.W. *Teacher Education in a Social Context*. New York: Mental Health Materials Center, Inc., 1966.

Larson, Patricia; Bible, Mary; and Falk, R. Frank. *Down the Up Staircase: A Study of New Careers Dropouts*. Minnesota: New Careers Research General College and Minnesota Center for Sociological Research. University of Minnesota, 1969.

Lierheimer, Alvin P., "An Anchor to Windward". No. 2 in series. TEPS Write-In Papers on Flexible Staffing Patterns. NEA-TEPS Commission. April 1969.

Lynton, E.F. *The Subprofessional: From Concepts to Careers*. New York: National Committee on Employment of Youth, 1967.

MacLennan, B.W. "New Careers as Human Service Aides". *Children*, Vol. 13, 1966. pp. 190-194

National Commission on Teacher Education and Professional Standards, National Education Association. *Emphasis: The Year of the Non-Conference, The Teacher and His Staff*. Washington, D.C. 1967-68.

Nixon, R.A. *Legislative Dimensions of the New Careers Program*. New York: Center for the Study of Unemployed Youth, New York University, 1967.

Pearl, Arthur and Riessman, Frank. *New Careers for the Poor: The Non-Professional in Human Services*. New York: The Free Press, 1965. pp. 55-74.

Rand, John M. "A Case for Differentiated Staffing". *CTA Journal*, March 1969. pp. 29-33.

Riessman, Frank. "The New Struggle for the Paraprofessional (Between the Community and the Agencies)". *Social Policy Notes No. 3*. New Careers Development Center, New York University, 1968.

Rioux, William J. "At the Teacher's Right Hand". *American Education* 2: December, 1965 – January, 1966. pp. 5-6.

Roth, G. *Auxiliary Educational Assistants in New York City Schools*. New York: United Federation of Teachers (mimeograph), 1968.

Staffing For Better Schools. Washington, D.C.: U.S. Office of Education (catalogue No. FS5.223:23049), 1967.

Survey of Public School Teacher Aides, Fall, 1965. Albany New York: Bureau of School and Cultural Research, State Department of Education, April, 1966.

Teacher Aides at Work. Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967.

Teacher Aides in Large School Systems. Washington, D.C.: National Education Association and American Association of School Administrators, Educational Research Circular, 1967.

"Teacher Aides in Public Schools". *National Education Association Research Bulletin*, Vol. 45, 1967. pp. 37-39.

The Nonprofessional in the Educational System. Washington, D.C.: Community Action Program, U.S. Office of Economic Opportunity, June, 1966.

University Research Corporation. *New Careers: Teacher-Aide Trainee's Manual*. Washington, D.C. The Corporation, 1968.

University Research Corporation. *New Careers: Teacher-Aide Trainer's Manual*. Washington, D.C. The Corporation, 1968.