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### ABSTRACT

In the first of the two papers in this monograph, the author describes the concepts of career ladders and career lattices for paraprofessionals in education and the ways in which these concepts have been implemented in the past few years. Various aspects of implementation are examined, including functions performed, requirements for advancement, training, compensation, recruitment and selection, evaluation, and credentials and certification. Because this is a relatively new development in education, some potential problems are considered, with suggested strategies for dealing with them. Finally, the various benefits resulting from a career ladder and paraprofessional program are discussed as they apply to the student, the paraprofessional, the professional, the institution, and the community. The second paper describes in more detail the Career Opportunities Program of the U.S. Office of Education. The operation of the program is discussed and trends for the future are considered, including the use of differentiated staffs in team teaching and informal classrooms, the role of state agencies, revisions in teacher certification, the increased use of local funds, the effect of career lattices on school salary structure, and modifications in teacher training programs. There are four appendices and a bibliography. (MBM)

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STRUCTURED CAREER DEVELOPMENT FROM  
TEACHER AIDE TO TEACHER--AND BEYOND

Structured Career Development: An Overview

by Garda W. Bowman

Career Opportunities Program: A Practical Application

by Wilton Anderson

With the advice and assistance of:

Gladstone Atwell  
Alan Sweet

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## FOREWORD

No longer is a school staff composed of principal, teachers, secretary, and custodian. Other past rigidities in staffing likewise have been loosened in efforts to create staffs composed of people with different training, expertise, experiences, and interests to carry out the diverse duties required when schools serve children, youth, and adults as individuals. A most significant development has been the addition of paraprofessionals to the school team--with implications for the professional training sequence, for serving children and youth better, and for relating school and community social and educational needs.

No better person could have been secured to develop the overviews than Garda Bowman. She has been a pioneer in the New Careers movement with colleagues at Bank Street College of Education. Wilton Anderson, in his position as chief of Career Opportunities-Urban/Rural, School Development Program, U.S. Office of Education, truly knows of the Career Opportunities Program. This understanding is demonstrated in Part 2 of this analytical paper. These two authors benefited from the assistance of Gladstone Atwell and Alan Sweet.

The accompanying bibliography may be updated by checking recent issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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For readers uncertain how to use ERIC capabilities effectively, we recommend the following which are available in microfiche and hardcopy through the ERIC Document Reproduction Service: (a) How To Conduct a Search Through ERIC, ED 056 499, microfiche, 65¢; hardcopy, \$3.29; (b) Instructional Materials on Educational Resources Information Center (ERIC). Part Two. Information Sheets on ERIC, ED 043 580, microfiche 65¢; hardcopy, \$3.29. Item "b" is available as a complimentary item, while the supply lasts, from this Clearinghouse. Instructions for ordering ERIC materials are given in "Ordering Information."

This publication has been created in the expectation that it will be useful to preservice and inservice teachers and administrators as well as by teachers of teachers. That it is transitory is recognized; ERIC descriptors (index terms) are provided on page 54 in the hope that readers will use Research in Education and Current Index to Journals in Education to keep abreast of a most important venture in educational experimentation.

*Joel L. Burdin*  
*Director*

August 1971

## ABSTRACT

In the first of the two papers in this monograph, the author describes the concepts of career ladders and career lattices for paraprofessionals in education and the ways in which these concepts have been implemented in the past few years. Various aspects of implementation are examined, including functions performed, requirements for advancement, training, compensation, recruitment and selection, evaluation, and credentials and certification. Because this is a relatively new development in education, some potential problems are considered, with suggested strategies for dealing with them. Finally, the various benefits resulting from a career ladder and paraprofessional program are discussed as they apply to the student, the paraprofessional, the professional, the institution, and the community. The second paper describes in more detail the Career Opportunities Program of the U.S. Office of Education. The operation of the program is discussed and trends for the future are considered, including the use of differentiated staffs in team teaching and informal classrooms, the role of state agencies, revisions in teacher certification, the increased use of local funds, the effect of career lattices on school salary structure, and modifications in teacher training programs. There are four appendices and a bibliography.  
(MBM)

## STRUCTURED CAREER DEVELOPMENT: AN OVERVIEW

by Garda W. Bowman

### INTRODUCTION

The career ladder approach is by no means a new concept. It has been an accepted practice of management in both the private and public sector throughout the years. The armed services have formalized the process by various insignia of rank which make visible the step on the career ladder which each individual has reached.

What is innovative and, in fact, revolutionary is the application of this concept to the teaching profession, particularly to those who lack the traditional requirements for certification. It has been customary to place in one omnibus category all non-certified personnel, regardless of individual differences in training, experience, competence, and apparent potential.

The reference to the military above does not, of course, signify any desire to establish a rigid structure of rank and accompanying privileges within the educational enterprise. Rather, the basic premise of the career ladder approach is that staff productivity is enhanced and the quality of education improved when there is opportunity for career development for *all* school personnel, starting at the entry level and extending throughout the entire system. The human values inherent in such an approach include not only self-fulfillment but also the opportunity to make an increasingly significant contribution to the learning of children and youth.

It is ironic that the emphasis upon career development for paraprofessionals has, in fact, increased pressure for differentiated staffing for certified teachers as well. Until very recently, teachers had no opportunity for upward mobility except in school management--a change which was not only unacceptable to dedicated teachers but also deprived students of the services of the most inspired and inspiring members of the faculty. In the last few years, there has been increasing utilization of resource teachers and master teachers who are upwardly mobile but who have not relinquished the teaching role.

Actually, the ultimate objectives of the career ladder approach throughout the entire system are not only differentiated staffing but differentiated education--that is to say, the disciplined practice of particularization of educational services in terms of the assessed needs of students and the wide range of staff competencies. The career ladder approach for paraprofessionals not only provides some recognition and encouragement on the long, long road from entry level to certification, but also involves persons with a wide variety of life experiences and competencies, each contributing to the learnings of children and youth in his own, unique way. For low income students, particularly, the inclusion of staff members from their own neighborhood may create a climate in which learning becomes a positive challenge rather than a dreary duty.

## A CAREER LADDER FOR PARAPROFESSIONALS

The career ladder approach for paraprofessionals establishes a hierarchy of positions below the professional level, with opportunity for step-by-step progress from entry level all the way to certification and beyond, with increasing responsibility, status, and compensation at each step and with training available on a task-related basis to facilitate upward mobility without sacrificing full employment. It is important that various occupational tracks in such fields as teaching, guidance, and library and home-school liaison be coordinated so that transfer from one track to another is not only possible but relatively simple--provided there are available job openings in the desired type of work. Emphasis upon ease of transfer has led to a new terminology in the U.S. Office of Education, namely: "Career Lattice," which connotes a cluster of occupational tracks with coordinate steps so that the possibility of transfer is facilitated.

In some communities, transferability is complicated by relations with unions and civil service commissions. At the higher levels (associate and up), transferability should be possible but might involve some temporary cut-back in status while specialized skills are being learned. To some this sacrifice seems worthwhile. It is a matter for individual choice.

Essential to the career ladder approach is that there be fixed line items in the school budget at each sequential step with appropriate fringe benefits and increments. In other words, the ladder should be an integral part of the school structure, rather than a temporary expediency.

The availability of training on a task-related basis, referred to above, includes both inservice training to improve performance at each individual's present level and academic studies at a degree-granting institution to meet the trainee's specific career needs in working with the children. The latter should be available but not compulsory, so that upward mobility is possible for those who have the desire and the capacity for growth; however, respect for the contribution of those on the entry level obviates any discomfort for any who may prefer to remain in their present position.

Task-related training also involves cooperation between the school system and the institution of higher learning, so that released time is provided for course work and academic credit is granted for work experience, thus reducing the time required to complete degree requirements and increasing the motivation of those who combine employment, family duties, and higher education--a tri-partite challenge of great magnitude which has been pursued with amazing fortitude and perseverance by thousands of trainees, as indicated in a subsequent section of this paper. On-site courses are valuable in reducing travel time, but most trainees prefer some courses on campus to have a sense of belonging and the stimulation of work with other students.

Although released time reduces the hours of the paraprofessionals with children, the justification lies in the assumption that those services will be more effective in the end. If substitutes are available, this problem is minimized.

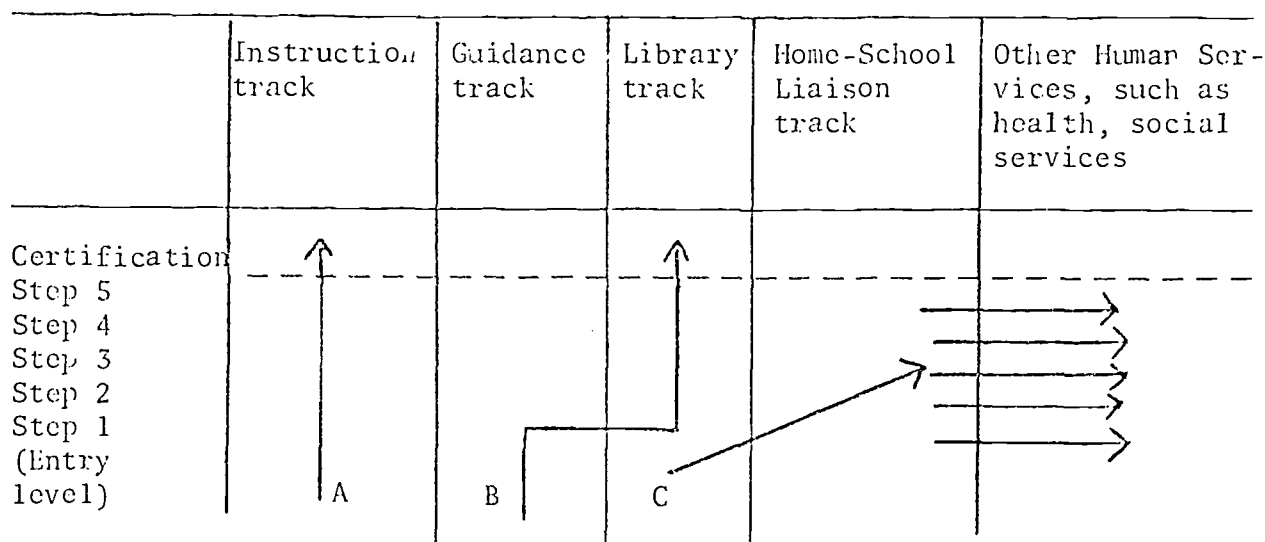


To summarize, the crucial factors--the "sine qua non"--of the career ladder approach for paraprofessionals follow:

1. Occupational tracks below the professional level that have sequential steps leading to certification should be established.
2. These new occupational tracks should be integrated into the personnel structure of the school system as a stable and accepted pattern by creating fixed line items in the budget with specific titles, job descriptions, and graduated compensation and by providing the appropriate fringe benefits, increments, sick leave, annual leave, and all other customary personnel benefits and protection.
3. There should be inservice training to increase effectiveness at the present level.
4. The availability of academic studies from a degree-granting institution of higher learning will enable those who desire upward mobility to seek the necessary qualifications for advancement.
5. Cooperation between the school system and the institution of higher learning is necessary so that released time is granted for academic work and credit toward a degree is given for work experience.
6. Titles and compensation should be coordinated across tracks so that transfer from one type of work to another (i.e., from instruction to guidance) is facilitated within the natural limitation of unfilled slots in the desired occupational track--a system with ease of transferability sometimes referred to as a "Career Lattice" (Figure 1).

Figure 1

A Career Lattice for Paraprofessionals in Education and Related Human Services



- A = Vertical movement directly up one occupational track  
 B = Vertical movement followed by horizontal transfer to another track at the same level  
 C = Diagonal movement from one track to another at a higher level with appropriate training, i.e., library aide to home-school assistant

7. The career ladder approach should be continued and expanded throughout the school system, so that teachers (for example) may achieve upward mobility without giving up the teaching function. (In some school systems, the paraprofessional staff is differentiated but not the professional; whereas in other systems, the reverse is true.)

#### IMPLEMENTATION OF THE CAREER LADDER

Since the basic concept of a career ladder is entirely consistent with sound personnel practices, there is general acceptance of the idea by schools, colleges, and the broader community. Implementation, however, lags far behind protestations primarily because of uncertainty as to continued federal funding; lack of cooperation between school systems and institutions of higher learning; the usual resistance to drastic change; protectiveness for the role and prerogatives of the professionals; and concern that standards will be lowered if paraprofessionals engage, even in a helping capacity, in the learning-teaching process.

In 1967-68, when the author, together with Dr. Gordon J. Klopff and many colleagues, conducted a study of new careers and roles in the American school,<sup>1</sup> 15 projects for the training and effective utilization of auxiliary personnel (paraprofessionals) were developed, coordinated, and analyzed by Bank Street College of Education for the U.S. Office of Economic Opportunity.

Followup at the conclusion of the study revealed that in only three of the 15 demonstration projects, placement after training and the possibility of upgrading were unquestioned. The report states:

The total picture . . . indicates that institutionalization of auxiliaries within the school structure is still a hope and a dream, and very far from a reality. The training demonstration proved its point [i.e., that low-income, educationally disadvantaged persons could be trained to contribute significantly to the learning-teaching process . . .], but the question remains--training for what: for temporary, uncertain, dead-end jobs, or for stable, open-ended employment?<sup>2</sup>

A study conducted by the National Committee on Employment of Youth in December 1969 confirmed this negative finding. The most basic finding of the study was that "within all but one of [eight] agencies studied, opportunities for career mobility are either severely limited or completely non-existent."<sup>3</sup>

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<sup>1</sup>Garda W. Bowman and Gordon J. Klopff, "New Careers and Roles in the American School" (New York: Bank Street College of Education, 1968).

<sup>2</sup>Ibid., p. 36.

<sup>3</sup>Karolyn R. Gould and others, "Career Mobility for Paraprofessions in the Human Services" (New York: National Committee on Employment of Youth, 1969).

The first important breakthrough came in 1967 with the establishment of supplementary training in institutions of higher education for paraprofessionals employed in Head Start. The response to this opportunity was enthusiastic despite the triple demands of job, study, and home duties for the trainees. The low dropout rate was amazing, particularly in view of the fact that most trainees had been out of school for many years and many had unfortunate and frustrating memories of their early schooling.

Despite the high enrollment and low dropout rate in this program, advancement on the job for those who earned an associate of arts degree did not always follow automatically, despite commitments by all concerned. Head Start, therefore, created a career development program with trained counselors to serve as liaisons between the paraprofessionals and their employers.

Follow Through--the pilot program which extends the principles and practices of Head Start into the early elementary grades--developed supplementary training in many of its projects and is currently concerned with the same problem faced earlier by Head Start--that of securing commitment and, indeed, actual job slots in a graduated sequence below the professional level.

In 1969, a new approach was developed by the Bureau of Educational Personnel Development in the U.S. Office of Education--the Career Opportunities Program. More than 130 projects were funded in 1970 (at least one in every state), in which the school system as sponsor accepted the career ladder concept as a prerequisite for funding. Cooperation of the sponsoring school system with a local institution of higher learning was also required, as well as broad community involvement in planning. Funds were made available for task-related training combined with full employment through sub-contracts with colleges and universities.

A panel of consultants (members of the so-called Leadership Training Institute) assisted in interpreting the program to the various groups and elements involved in planning and administering Career Opportunities Programs at the local level and worked closely with Washington staff in both developmental and operational stages.

Though it is too early to judge the impact of these programs upon school systems, colleges, communities, and upon the paraprofessionals themselves, the initial feedback is encouraging. A report on the status of the Career Opportunities Program is contained in the second section of this monograph.

Emphasis upon these three nation-wide programs, with their massive input of funds coupled with creative ideas, should not in any way belittle the efforts and accomplishments of those few pioneering school systems which developed the career ladder approach independently before the programs described above were organized. It was, in fact, the viable models which had been created in such school systems as Minneapolis, New York City, Detroit, Los Angeles, San Francisco, Philadelphia, and Seattle which enabled the program planners to say to Congress and to school superintendents throughout the country: "It can be done; it works!" Without these models, career development might still be no more than a hope and

a dream for paraprofessionals. The career ladder approaches developed in Minneapolis and New York City are presented in Appendices A and B respectively.

#### VARIATIONS IN IMPLEMENTATION AND SOME COMMON THREADS

There is no one easy road to the implementation of the career ladder approach. There are infinite variations in terminology, functions, requirements, training, compensation, recruitment, and evaluation to adapt to individual situations without watering down any of the critical factors listed above. Intensive community involvement in product-oriented planning has proved invaluable in selecting from among various possibilities the most effective and relevant combinations. Community involvement in the initial stages also helps ultimately in the interpretation of the program and its continued acceptance and support.

#### Terminology

Variations as to terminology are relatively insignificant. Whether the titles follow the usual pattern (indicated on the extreme left of Figure II) or one of the other two patterns illustrated in Figure II below, or still another idiosyncratic pattern, is of no import as long as the critical factors listed previously are included.

Figure II

#### Examples of Alternate Terminology

	For Any Occupational Track	For Instruction Only	
Step 1	Trainee	Trainee	Trainee
Step 2	Aide	Aide I	Basic Aide
Step 3	Assistant	Aide II	Aide
Step 4	Associate	Aide III	Basic Intern
Step 5	Intern	Student Teacher	Intern
Step 6	Certified Professional	Teacher	Basic Teacher
Step 7	Resource Specialist	Team Leader	Teacher Leader
Step 8	Program Director	Master Teacher	Master Leader

The variations in terminology for the sequential steps in the career ladder mirror the variations in terminology for non-certified personnel. The term "paraprofessional," used in this paper, is only one of many terms in common usage, such as auxiliary personnel, sub-professionals, pre-professionals, semi-professionals, and one of the most recent variations -- "the new professionals." One of the most widely utilized terms is "teacher aide," which to the author seems misleading when used in a generic sense, since it literally refers to the entry level position in the instructional track only. However, as with the terminology applied to sequential steps, the nomenclature is relatively unimportant, provided there is no confusion within and between various programs.

## Functions

The functions vary largely in relation to the length of time the program has been operating and the calibre of the personnel recruited. The pattern observed most frequently is of initial hesitation to assign any education-related functions to paraprofessionals. This attitude usually prevails until the competence of various individuals has earned the respect and trust of teachers, parents, and administrators. Sometimes, the pendulum has been known to swing in the other direction after trust has been established and paraprofessionals are overwhelmed by too much responsibility too soon. This eventually can be avoided by careful analysis of each person's evolving skills and special talents so as to utilize his potential and expand constantly his sphere of influence in small steps with adequate support and supervision.

In general, the steps in the progression are marked by increasing responsibility and gradually decreasing supervision. For example, at the trainee or probationary level, the supervision is close and continuing, both by the resource specialist or supervisor and the cooperating teacher whom the trainee is assisting. At the intern level, supervision by the cooperating teacher and by the supervisor is largely in planning and in helping the intern to enact effective self-evaluation. At any level success or failure is primarily due to the relationship between teacher and paraprofessional.

It is essential that even at the entry level the trainee be enabled to perform a dual role--both sharing in the routine jobs so as "to free the teacher to teach" and working directly with pupils under professional supervision. If the trainee is merely permitted to manipulate things but not to have contact with people, the value of his linkage with the indigenous community is lost, and the possibility of evaluating his potential as a member of the educational team is minimized.

As more paraprofessionals reach the level of associate, many innovative functions have been developed to take advantage of the demonstrated new competencies. One function that has become popular is that of assistant trainer--a practice which was pioneered in the New York City program in which teams of teachers and paraprofessionals work together as trainers of other paraprofessionals in each district. In Minneapolis, aides are involved in planning the inservice program. In Buffalo, a program is being developed for a training team--consisting of the principal, a teacher, and a paraprofessional--for each school where paraprofessionals are employed.

## Requirements

The requirements for advancement from one step to another on the ladder include education, experience, and demonstrated competence. The trend is toward increasing emphasis upon work performance as a criterion for advancement and decreasing emphasis upon academic requirements or, as they are termed by those who decry their dominance in education, "little pieces of paper." To move in this direction requires precise criteria for evaluating work performance and flexibility in credentialing



without detriment to standards. A few state education departments are experimenting in trying to meet this challenge, notably the states of Washington and New York. Essentially the underlying principle is that the dotted line in Figures I and II should be, in fact, a dotted line and not an iron curtain.

Despite the pressures for and theoretical acceptance of advancement on the basis of performance-related criteria, the educational enterprise remains today a credentialed system. The usual education requirements for step-by-step progression are noted in Figure III.

Figure III

Requirements for Step-by-Step Progression

Step 1	Trainee	None
Step 2	Aide	Preservice training on probationary basis
Step 3	Assistant	High school diploma or equivalent
Step 4	Associate	Associate of Arts degree or equivalent
Step 5	Intern	Two years of training and enrollment in program leading to certification

To illustrate the requirements that may realistically fit into the overall personnel pattern of a school system, the current patterns of promotional opportunities below the professional level in two pioneering school systems are appended: Minneapolis (Appendix A) and New York City (Appendix B).

Training

The chief determinants for variations in training are (a) availability of funds and (b) access to and cooperation with a local institution of higher learning. The usual pattern in larger school systems is to provide inservice training by the school training staff with occasional outside consultants as needed and to secure academic education leading to a degree from a cooperating institution of higher learning.

The number of colleges and universities which offer programs for paraprofessionals has proliferated in the short span of 5 years. In 1967, one would find a few, but very few, institutions of higher learning which perceived this type of education as their function. They might be equated with the dozen or so school systems which had developed a career ladder. However, by 1968 Bank Street College's survey, conducted for U.S. Office of Education, revealed that 118 institutions of higher learning were offering programs for paraprofessionals, of which 83 were 2-year colleges and 35 were 4-year colleges or universities. In 45.8 percent of the institutions, academic credit was given for work experience. In 1970, a survey of paraprofessional training programs was conducted by the Educational Testing Service. Of the 341 institutions contacted, 190 reported existing programs. A current report on the Career Opportunities Program indicates 210 cooperating colleges in that program alone.

Progress cannot be charted merely by numbers. The content offered to paraprofessionals must have proved to be of immediate value for the twin goals of better performance on the job at the present level and the opportunity for upward mobility. If this were not the case, the dropout rate would not be so extraordinarily low.

In most programs the content areas covered include:

1. For Paraprofessionals
  - a. Human growth and development;
  - b. The school as an institution;
  - c. Man and society;
  - d. Education-related skills--such as the teaching of reading, math, social studies, science, and the arts--and observational skills to cue in to students' special needs and interests;
  - e. Mechanical skills, such as the operation of office machines and of audio visual equipment;
  - f. Basic education in communication and study skills (sometimes referred to as remediation); and
  - g. Introduction to the world of work skills.
  
2. For Teachers
  - a. Exploration of new roles and relationships, including the expanded role of the teacher as trainer and supervisor; and
  - b. Understanding of the learning needs of various sub-cultures and the contribution of paraprofessionals in this area.
  
3. For Teachers and Paraprofessionals Together
  - a. Free and open dialogue, leading to mutual respect and understanding;
  - b. Planning, team by team, to enhance the learning of children in every situation; and
  - c. Exploration of functions that need to be performed in a school system and of who will perform them and how.

Each item in the above outline is amplified in Appendix I of *A Learning Team: Teacher and Auxiliary*<sup>4</sup> prepared by Bank Street College of Education for the Educational Personnel Development Bureau, U.S. Office of Education, as a team training guide for paraprofessionals and the professionals with whom they work.

These content areas are not conceived of as specific courses, but rather as the substantive requirements which are combined, condensed, or amplified to meet individual needs. The process varies far more than the content.

The procedures for freeing or compensating professionals and paraprofessionals to participate in joint and/or separate training also vary from school system to school system, including such practices as hiring substitutes, giving stipends for work after school hours, and arranging for on-site instruction to cut down on travel time.

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<sup>4</sup>Gordon J. Klopff and others, *A Learning Team: Teacher and Auxiliary* (New York: Bank Street College of Education, 1969). pp. 151-55.

A few school systems provide released time for all academic work, while most systems give released time for half the duration of the academic work. The other half of the work is on the student's own time.

The cooperating colleges and universities also vary in their policies. Some provide academic credit for both supervised work experience and in-service training which meet their qualifications. A few give credits for life experience. Some give a form of recognition after 6 months or a year of work rather than waiting until the 60 hours required for an associate of arts degree have been completed. Still others develop a credit bank, keeping credit earned in escrow until the entrance requirements have been met, thus enabling students to enter college before they have earned a high school diploma or its equivalent. Other institutions of higher learning adopt one or more, but not all, of these facilitating practices which are designed to make the return to academic life less traumatic for those with heavy work and family responsibilities who have been out of touch with the patterns of learning and working in a college setting. Counseling services have proved of inestimable value in making this adjustment.

#### Compensation

The chief determinants of the range of compensation are the cost of living in the community, the extent of federal funding available, the degree of acceptance of paraprofessionals as contributors to education, and the effectiveness of the pressure brought by organized groups for adequate compensation.

The most dramatic example of effective pressure is the success of the United Federation of Teachers and District Council 37 which recently achieved a new high for paraprofessional compensation in New York City. The rates of pay agreed upon in the Union Contract, January 1, 1970-December 31, 1972 are given in Figure IV.

Figure IV  
Rates of Pay

Employees in the bargaining unit will be paid at the following rates per hour:

<u>Title</u>	<u>Present Rate</u>	<u>Effective Jan. 1, 1970</u>	<u>Effective Jan. 1, 1971</u>	<u>Effective Jan. 1, 1972</u>
Teacher Aide or Family Worker	\$1.75	\$2.50	\$2.80	\$3.10
Teacher Aide "A" or Family Worker "A" (pre '68)	1.75	2.75	3.10	3.50
Education Assistant or Family Assistant	2.00-2.25	2.80	3.15	3.65



<u>Title</u>	<u>Present Rate</u>	<u>Effective Jan. 1, 1970</u>	<u>Effective Jan. 1, 1971</u>	<u>Effective Jan. 1, 1972</u>
Education Assistant "A" or Family Assistant "A"	-	2.90	3.25	3.80
Education Assistant "B" or Family Assistant "B"	2.50	3.00	3.35	4.00
Education Associate or Family Associate	3.25	3.75	4.20	4.75
Auxiliary Trainer or Parent Program Assistant	3.50	4.00	4.50	5.05

Complete fringe benefits were available.

In most instances the funding is almost entirely from federal sources, with a few interesting exceptions such as Minneapolis, where 50 percent of the funding is local and 50 percent is from federal and state sources. In the school system in Brentwood, New York, a small suburb of New York City, paraprofessionals are used throughout the system rather than only in the so-called "target areas" which are eligible for federal funds. Hence funding is primarily from so-called "hard money," i.e., the local board of education budget. In Bloomington and Robbinsdale, suburbs of Minneapolis, the paraprofessionals are paid from "hard funds" also.

The average compensation throughout the country remains at approximately \$1.75 per hour at the entry level, ranging to \$3.50 at the associate level, i.e., the level requiring an associate of arts degree.

#### Recruitment and Selection

An initial reaction to this sequence of topics might be one of surprise. Why should recruitment--the first operational step--be placed near the end of the sequence? On second thought the rationale for this placement becomes clear, since it is necessary to have reached agreement on the fundamental purposes of the program and the design for their implementation before recruitment is possible. Moreover, the guidelines of the funding agency in most instances profoundly affect the recruitment and selection of trainees in a task-related training program leading to career development.

Since, as indicated above, most career ladders for paraprofessionals are funded by agencies concerned with reaching the unemployed and underemployed, the thrust in recruitment is to reach those below the poverty level. However, neither government guidelines nor educational principles permit selection of trainees *simply because they are poor*. The fundamental concern is not with the paraprofessional as an earner (important though that consideration is) but with the child as a learner.

Hence, it is essential that those who embark upon a career ladder give evidence of motivation to undertake the task in the classroom, in the college, and in their own homes. If this is to be a positive challenge rather than a frustrating ordeal, the prospective trainee needs tremendous dedication, which is a subtle quality impossible to identify by paper and pencil tests alone. Still another criterion for selection is evidence of potential for effectiveness in relating constructively to children and youth.

The success of career ladder programs thus far, as evidenced by their maintenance and expansion, indicates that there are many low-income trainees who have in fact met these exacting qualifications. However, since even the most careful selection of referrals by poverty agencies and the most insightful interviews by the employers cannot be 100 percent successful, the opportunity for transfer referred to above is extremely vital--not only within the school system but also to other human services, such as health, social work, and law enforcement.

#### Evaluation

There are three aspects of evaluation to be considered: (a) the academic achievement and dropout rate of trainees, (b) the academic achievement of children and youth in the classrooms served by paraprofessionals, and (c) the pattern of communication (adult-to-child, child-to-adult, child-to-child, and adult-to-adult) which prevails in such classrooms. The third of these aspects is both process and product, since interaction of poor children with supportive adults from their own neighborhood is one of the goals of the program in itself, and it may lead to other goals in the learning-teaching process.

The guidelines for federal and state funding require an adequate assessment of the results of each grant. Many of these assessments deal only with the first aspect mentioned above, i.e., the academic achievement and dropout rate of the trainees. The latter has been found to be extraordinarily low, and the former encouragingly high, as indicated by a study of college programs for paraprofessionals in the human services conducted by Alan Gartner and Harriet Johnson in 1970. Of the 162 institutions of higher learning studied, nearly half offered programs for teacher aides. Among the key findings are:

1. Grades -- Sixty percent of the paraprofessionals did as well, and 20 percent did better, than students enrolled in similar courses.
2. Dropouts -- At 50 percent of the schools, the rate was lower than for other students. It was the same for another 24 percent.
3. Students -- There were nearly 20,000 paraprofessional students at the 162 institutions included in the detailed analysis; 84 percent were female.
4. Degree granted -- Seventy percent granted a 2-year degree, 20 percent a 1-year certificate, 10 percent a 4-year degree.
5. Credits -- Sixty-seven percent assured transfer of all credits to a 4-year program. At 19 percent, A.A. degree was gained in 2 years, in three at an additional 23 percent. Forty-eight percent granted credit specifically for work experience.

6. Certification -- Fourteen percent of the programs reported changes in state certification already won; another 14 percent were working on such changes.
7. Career ladders -- College programs were coordinated with employer career ladders at 92 percent of the programs, but only 57 percent reported that promotions had occurred as a result of the college program.

A few communities have conducted scientifically controlled research studies of the impact of paraprofessional assistance upon the learnings of children. Riessman and Gartner<sup>5</sup> report positive findings regarding the effects of the use of paraprofessionals upon pupil learning in Colorado, Indiana, Michigan, Minnesota, and New York.

To date, such studies have been concerned with cognitive gains as measured by standardized achievement tests, rather than with the affective development of children. For example, pupil learning in pretest and posttest pairs was measured in Minneapolis by means of the Metropolitan Reading Readiness Test given at 5-month intervals in aided and non-aided classes.

The Career Opportunities Program of the U.S. Office of Education has initiated a comprehensive and highly sophisticated system of management information and evaluation which incorporates all three aspects of assessment referred to above. The third aspect--analysis of patterns of communication in Career Opportunities Program classrooms--is being carried by teams of professionals and paraprofessionals trained in systematic observation of communication in education. Moreover, emphasis of process is an integral part of the assessment conducted by M.I.E.S. It is concerned not merely with identifying successes and failures, but with evaluating how such successes and failures come about.

As yet the assessment is relatively meager, since the programs have been in operation for a relatively short period of time. There appears to be increasing interest in this area of research which augurs well for closing the gap between operations and assessment.

#### Credentials and Certification

The current situation as to legislation and licensure of aides is fluid. A number of states have legislation regarding aides. These include California, Florida, Illinois, New York, and Ohio. Some states have licensure procedures; these include Delaware, Illinois, Iowa, Michigan, New Jersey, New Mexico, Ohio, Vermont, and Wisconsin. Still others have extensive guidelines issued by the respective state departments of education regarding the qualifications, use, and supervision of aides; these include Colorado, Kansas, Mississippi, Montana, New Jersey, New York, Rhode Island, South Dakota, Washington, West Virginia, and Wyoming. With the advent of

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<sup>5</sup>Frank Riessman and Alan Gartner, The Instructional Aide: New Developments (New York: New York University, New Careers Development Center, January 1969).

the U.S. Office of Education's Career Opportunities Program, state departments of education in each state are intimately engaged in paraprofessional programs and it is likely that the survey data noted above which was collected in 1970 by TEPS-NEA will require updating. There is a strong thrust in C.O.P. for performance-based certification.

Certification for paraprofessionals at two levels--aides and assistants--is now available in New York State. Further developments in the certification of paraprofessionals are likely to be related to developments in the broader area of teacher certification. Sixteen states are developing means for performance-based certification of school personnel. These include California, Florida, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Texas, Utah, Washington, and Wisconsin.

#### POTENTIAL PROBLEMS

Any educational innovation is fraught with difficulties. A change which challenges traditional roles and relationships is especially traumatic.

Listed below are some of the problems that may arise as noncertified personnel are introduced into the school system in a program involving more than menial tasks and leading potentially to full certification.

There may be danger of a self-fulfilling prophecy in an inventory of possible problems. They are presented below in the hope that warning may obviate rather than invoke the dangers involved. One fact is patently true: that all these problems will not arise in any one program. Another indisputable fact is that most of these problems have been ameliorated, if not eliminated, by the strategies suggested in the next section.

Some of the issues which have been identified thus far in the establishment, maintenance, and expansion of a career ladder approach for paraprofessionals are:

1. Rigidity of the system itself and of many persons with leadership roles within the system today;
2. Lack of communication among those whose collaboration is needed;
3. Lack of trust by community for anything developed primarily by the establishment;
4. Hesitation on the part of administrators to use federal funds for programs which, if successful, will be demanded by the community in the years ahead and for which continued federal funding is problematical;
5. Tendency to downgrade the roles and functions of auxiliary personnel as glorified errand girls or boys;
6. Difficulty in recruiting males, even returning veterans, into the school system;
7. Danger that the new personnel will be used simply to provide "more of the same" rather than serving as a dynamic force for change within the system;
8. Lack of appreciation of the educational challenge by some paraprofessionals who perceive this opportunity as merely another job,

instead of a unique and deeply rewarding way of helping children and youth to learn and develop;

9. Lack of orientation at all levels--administrators, teachers, students, and parents;
10. Difficulty in arranging for transfer of credits from junior colleges to senior colleges and universities;
11. Lack of academic opportunities for professionals and paraprofessionals to train together;
12. Lack of time scheduled for teachers and their assistants to plan together;
13. Lack of coordination with local school boards;
14. Lack of adequate flexibility in personnel procedures and job requirements, making it difficult and often impossible to employ a trainee with unique natural talents at a level appropriate to his talents and at which he will accept the job;
15. Inability to recognize exceptional competence by promoting a trainee faster than the requirements for training and experience allow;
16. Over-emphasis upon the accumulation of college credit with concomitant de-emphasis of inservice training and work experience as the basis for upward mobility;
17. Lack of cooperation between college faculty and school training personnel as colleagues in planning and implementing academic curricula;
18. Over-emphasis upon course work rather than content areas, resulting in a fragmented, compartmentalized academic program rather than an integrated approach to higher education;
19. Lack of understanding of how adults learn, including not understanding the need for a pragmatic, highly individualized program with opportunity for inductive learning, i.e., extracting theory from experience rather than applying preconceived theory to a wide variety of situations (deductive learning); and
20. Inadequate training opportunity for aides who were employed before a career ladder program was established in a school system. (The aides are not eligible to take part in a poverty-oriented work-study program and yet their salary is not generous enough to cover tuition for enrollment in a regular college program.)

## ISSUES AND STRATEGIES

In this next section, strategies are recommended for dealing with some of the issues that may arise. Space does not permit covering all the problems listed above, nor is it necessary to do so, for since problems tend to overlap so do solutions. One effective approach may solve many related issues, not merely the one which triggered the strategy.

### Organizational Issues

The following three issues are organizational.

The issue. How can those who are most concerned with career development of auxiliary personnel in education be involved in the early stages before plans have become crystallized?



A recommended strategy. A planning grant may be requested to survey the educational needs of the community served by the school system, to suggest functions which should be performed in meeting those needs, to make an inventory of existing and potential human resources, to set goals for the program (both immediate and ultimate), and to develop a specific proposal for a Career Opportunities Program in that community. It is essential that the planning grant provide for paid personnel from the school system, from the cooperating institution(s) of higher learning, and from the neighborhood to be served by the program. Persons from the neighborhood might well include some parents and paraprofessionals if possible. If there are no paraprofessionals available in the neighborhood, they may be recruited from other similar neighborhoods. It is most important that the planning be conducted with, not for, the persons who will participate in the program--either as staff or, if a planning grant is not available, as members of an Advisory Committee.

The issue. What type of self-orientation will be needed by the planners?

Recommended strategy. The planners should study the literature and visit nearby cities, if possible, to observe career opportunities programs in action. The planners should review relevant research findings throughout the country and in their own communities. If the program is being developed in one of the Model Cities, demographic data will be available for the neighborhoods in greatest need of human services, including educational services. The Community Action Agency will be able to provide information of various types--what the community wants of the school, how the community views the school, the interaction among various groups and elements in the community--as well as specific people who might be appropriate to help in planning and/or implementing the program.

The planners will need to confer with a wide range of persons--board members, administrators, supervisors, teachers, counselors and other ancillary personnel, paraprofessionals, parents, students, and representatives of institutions of higher learning and community agencies--to share ideas and elicit suggestions about problems which may arise and strategies for dealing with these problems. In each interview or small group conference, it will be necessary to have two-way communication, i.e., interpreting the goals of the program and listening to the degree of resistance or cooperation that is manifest.

The issue. How can funds be made available for stable employment and sequential jobs leading to certification?

Recommended strategies. It will be necessary to review all existing and potential funding sources, including the local education budget, or "hard funds," in the current fiscal year and in projected years to insure the fact that there will be jobs available with graduated responsibilities and compensation for those who complete the required training. Training for positions that do not exist is the ultimate and unbearable frustration for those who have been encouraged to hope and aspire for perhaps the first time in their lives.

Financial provision will be necessary not only for stable employment and the assurance of upward mobility but also for released time for study when and if stipends are available, for child care services for those who have young children, and for increments and fringe benefits at each step in the career ladder. The institution of higher learning which provides the training will have to consider not only its admission policy, the criteria for granting credit for supervised work experience and inservice training, and the possibility of on-site as well as campus course work, but also the question of tuition rates and the possibility of scholarship funds for those who need them. All this spells collaborative planning in both fiscal and policy matters so that what emerges is a special program with a rationale of its own and a built-in mechanism for durability, rather than a random selection of already existing courses which may be irrelevant not only in content but also in outcome.

In Minneapolis, the consultant for teacher aides in the public school system stated that the fact that the number of teacher aides employed by the system had more than tripled in 3 years was of less profound significance than the fact that (a) the school system made a commitment to the institutionalization of aide service on a permanent basis and (b) there has been an increasing commitment of local and state funds to the program.

In New York City, the final step in the institutionalization of the career lattice was the establishment of the position of intern--the fifth step in the job sequence--with official job description, rate of pay, qualifications, and fringe benefits. The New York Board of Education guaranteed that paraprofessionals currently enrolled in community colleges on a work-study basis who complete the required course work satisfactorily so as to qualify as educational assistant or educational associate will be promoted to that level. In many cases the assignment to a given classroom or other educational task will not change, but the levels of responsibility, status and, compensation will be increased, thus providing (a) interim recognition and encouragement for those who wish to go on studying toward eventual certification and (b) a sense of achievement for those who are more comfortable remaining at the associate level.

Specific line items in the budget for each of these steps is necessary for institutionalizing a career ladder in the positive sense of the word, that is to say, incorporating paraprofessional services and a career ladder as a permanent part of the school system rather than requiring that paraprofessionals conform to traditional mores and methods within the institution.

#### Maintenance Issues

There are two maintenance issues involved.

The issue. How can those who become part of "the system" retain the trust and cooperation of their neighbors?

Recommended strategies. The responsibility for maintaining liaison between school and community after the community representative receives recognition and increasing compensation from the school system is three-fold. The paraprofessionals need to keep their contacts with friends and

local organizations alive and vigorous. The community must have faith in the integrity and continuing concern of those who accept positions of increasing importance within the schools. The school people must be sensitive to the paraprofessionals' delicate position within their own neighborhoods and provide supportive services as needed in either individual or group counseling.

A critical aspect of this situation is the composition, functions, and status of the continuing advisory committee. If parents and community leaders who are not employed by the school system are included in sufficient numbers on the advisory committee so that they feel that they are talking out of strength rather than weakness, and if their suggestions are respected and seriously considered, the school-community atmosphere can be improved. When the social climate is such that the school people really listen to the community, then those who are not employed are more apt to listen to neighbors who have been employed by the school system. In such a case there is more likelihood of effective performance by paraprofessionals when they attempt to interpret educational goals and encourage parents to support their children's learnings. If, however, the total climate is one of suspicion and hostility, it is extremely difficult for a few paraprofessionals to form a trusting relationship. There must be an overall policy of both outreach to and involvement of the community in school activities and decision making in order to establish the milieu in which paraprofessionals from the community can work without conflicting loyalties.

The fact that paraprofessionals are beginning to organize in some communities through unions, their own associations, or both is to be reckoned with in the composition of advisory committees and in the continuing relationships between auxiliaries and their neighbors who are not employed by the school.

The issue. How can the relationship of paraprofessionals and the professionals with whom they are teamed--crux of the entire program--be improved and solidified?

Recommended strategies. First and most crucial is the involvement of teachers, individually and through their unions and associations, in the planning. Next, it has proved helpful to allow each professional to enter the program voluntarily, i.e., to accept an assistant as colleague rather than having a paraprofessional thrust upon him. In Detroit, the paraprofessionals assigned to each school were delegated to a pool to serve teachers as needed. After a few weeks of experimentation, there were more requests for paraprofessionals than there were people available to fill the requests.

Another highly significant approach is to provide for regular in-service meetings of small groups of teachers and paraprofessionals in an atmosphere of free and open communication so that they may work out differences and develop some mutuality of goals and perceptions.

Regularly scheduled planning time for each professional-paraprofessional team leads to more productive collaboration. The professional who not only gives but solicits suggestions from the paraprofessionals often



gleans new insights from the experience. This does not minimize the diagnostic role of the professional, who draws from his theoretical knowledge and adapts his responses to individual students. It is he who plans differentiated stimuli for the extension of learning based on his growing awareness of each child's possible needs and by helping to implement the strategies agreed upon in the joint planning sessions. The professional makes the final decision, but those decisions are more firmly based when persons with different work experiences and life experiences have an opportunity to contribute to the strategy formation.

Finally, the teacher orchestrates all the resources, human and material, paraprofessional and ancillary, other professionals such as guidance counselors, librarians, social workers, and curriculum specialists--using a differentiated staff to move toward the ultimate goal of differentiated education in terms of staff perceptions of each student's learning and developmental needs.

#### Issue of Expansion

The issue of expansion undergirds all of the other issues.

The issue. How can the career ladder approach be extended to paraprofessionals in counseling, social work, and home-school liaison work--i.e., extended from a career ladder to a career lattice--and to professionals in school systems where upward mobility for teachers requires moving from instruction into supervision and/or administration? The problem of expansion for other paraprofessionals is compounded at the present time by a desperate lack of educational funds and the consequent unemployment among professional personnel in the schools. "Why," many are asking, "should we train paraprofessionals to become professionals at a time when the supply of trained professionals exceeds the demand for their services?"

Recommended strategy. Since this issue is one which requires informed and convincing interpretation of the values of the program to all segments of the school, the college, and the community, it cannot be dealt with after the fact. Only through early involvement in the planning of all elements in the situation can there be generated the depth of understanding and commitment which provide both moral and financial support for expansion.

The problem of professional unemployment is very real and must be faced squarely. The immediate reaction is to cut back on all expenditures. However, long range planning requires that people be trained now to meet future needs, not merely to adjust to the current stringencies. As the Vietnam war moves slowly toward closure, the prognosis is that more funds will be available for education and the other human services. Continued federal funding for career development, even in these difficult times, gives evidence to a beginning of the needed re-ordering of priorities at the national level which augurs well for the future. Moreover, there appears to be increasing awareness that involving neighborhood people in the schools as functioning members of the educational team (not merely visitors), means not merely the training of more professionals but of more effective professionals.

The work-study approach to certification presents a model which has already had a constructive impact upon teacher education programs-- another glimpse of the future.

These blocks to expansion and the strategies for solution undergird all the other issues and strategies referred to above, since a career ladder approach will be of most value to individualized, equalized, and humanized education when it serves as a dynamic force for change and growth within the system.

Before the program begins, it is presumed that commitment has been made in fiscal and policy decisions to the establishment of a sequence of jobs with increasing responsibilities and compensation and to training on a work-study basis, at least in the field of instruction. To extend these fiscal and policy decisions to other paraprofessionals and to professionals as well requires not only early and broad involvement in the planning but also continuing analysis, feed-back, experimentation, interpretation, and reinforcement of those aspects of the program which contribute to staff productivity and ultimately to the learning and development of students. Hence, this paper concludes with a synthesis of the possible benefits to be derived from the career ladder approach.

#### CAREER LADDER BENEFITS

The issues described above and the pervading issue of effecting institutional change instead of merely providing "more of the same" give vivid testimony to the fact that establishing, maintaining, and extending a career ladder for paraprofessionals is neither simple nor easy. The question which naturally arises is: "Is it worth the effort?" This author replies: "Decidedly, yes!" The answer is based upon the dialogue as consultant and trainer with all concerned in career opportunity programs throughout the country and upon analysis in some depth of 15 selected programs in a nation-wide study. The benefits are multiple and have a circular relationship. The principal benefits perceived thus far by this observer are discussed below.

##### Benefits for Students

One of the prime values of the training and utilization of paraprofessionals from the students' own neighborhood is that they present a realizable model for the children and youth who are now facing some of the problems which the paraprofessionals have faced and overcome. This value is enhanced when advancement on the basis of training, experience, and increased competence is available. This recognition of effort and growth for the paraprofessionals says to the students: "It can be done."

Other prime values of the utilization of paraprofessionals--such as the increased possibility of individualized education and the all-important link between home and school--will not be discussed here, since they exist to an almost equal extent when aides are employed in dead-end jobs as when highly motivated trainees are utilized. The training of the new careerists and supportive services such as counseling that are available to them do render their services to children and youth increasingly productive. Moreover, a member of a teaching team (whether

professional or paraprofessional) performs vital educational functions more effectively when he or she is given due recognition for past accomplishment and the opportunity for personal and professional growth based on training, experience, and demonstrated competence. The entire structure of modern personnel practice is founded upon this premise. It has proved to be not only fair and humane but also productive. In this case the "product" is children's learning.

Moreover, the students from low income areas will eventually have teachers whose empathy is based not upon an understanding attitude but upon shared life experiences. In school systems where a career ladder has been in operation for several years, some of the paraprofessionals have become certified teachers and bring to the faculty a fresh point of view and to the children a special closeness.

Finally, for the high school student who participates in a youth-tutoring-youth program, there is an uninterrupted path from high school all the way to certification.

#### Benefits for the Paraprofessionals

New careerists can set achievable goals, both short and long range. The road to a required degree is no longer a matter of decades of work. It is no longer a tortuous ordeal.

While working and studying, the paraprofessional has a sense of status, of belonging to the school system. The aide who has started upon a career ladder is more likely to be treated as a partner and colleague by the cooperating teacher than one who has a dead-end job. It has been noted above that this sense of security and hope pays off in performance. It pays off as much or more in personality development.

There is also a wide area of choice for the paraprofessional in the career ladder approach. He or she can progress at his or her own speed and decide to remain at a particular level which is appropriate to talent, academic ability, or time availability, or he or she can set the goal at a professional level. There is an added sense of security in the fact that a career ladder spells out fringe benefits, transfer possibilities, and promotion criteria.

#### Benefits for the Professional

The professional has a more efficient and effective team member with whom to work and has a new and exciting role to perform as trainer, counselor, and supervisor. This expanding role adds a new dimension to the teaching process--that of working with adults as well as with children and youth. The possibility of staff differentiation and upward mobility for teachers is enhanced by the model of a career ladder for paraprofessionals. (See Appendix C.)

### Benefits for the Institution

Both schools and colleges report new perspectives on their own policies and procedures as they meet the challenge of upwardly mobile paraprofessionals. Since a career ladder requires cooperation between these institutions and with the community, productive interaction is fostered.

### Benefits for the Community

Not only the parents (and most paraprofessionals are parents) but also many community leaders are brought closer to the school through meaningful involvement in planning and decision making. Moreover, motivation and enthusiasm are contagious. The impact of new careerists upon their own neighborhood and the broader community is difficult to measure but impossible to ignore as one of the major benefits of a career ladder approach for paraprofessionals.

### CONCLUSION

This overview, even though spiced by illustrations, is essentially theoretical. It provides the framework within which actual programs operate. Without an account of an actual program it is sterile and unconvincing.

The second paper in this monograph describes in more detail one of the programs mentioned in this review--the Career Opportunities Program of the U.S. Office of Education. It is a glowing report by an administrator who combines "hard-nosed" realism with vision and infects all who work with him with his own ebullient enthusiasm.

## CAREER OPPORTUNITIES PROGRAM: A PRACTICAL APPLICATION

by Wilton Anderson

The Career Opportunities Program (C.O.P.) of the U.S. Office of Education's Bureau of Educational Personnel Development (outlined in Appendix D) has been in operation for one year. Over 8,000 low-income C.O.P. participants are receiving training. Career lattices tailored to the needs of 132 projects are now in various stages of progress toward firm establishment within the personnel structures of school systems.

### C.O.P. OPERATION

The Career Opportunities Program is a nation-wide career development model based on the premise that the public education offered the children of low-income families can be improved in dozens of ways by the entry into their schools of talented, dedicated, low-income adults as educational auxiliaries. In the classroom, in the school library, as media specialists, in home-school counseling relationships--they contribute a first-hand understanding of a student's needs. The program attracts residents of the school's neighboring community, with a special emphasis on males--many of them Vietnam veterans.

C.O.P. recruits combine work experience in the schools with academic training at colleges and universities cooperating with the local school system. This career development process can lead on sequential upward levels of a career lattice to a baccalaureate degree and full teacher certification. C.O.P. participants may stop at any of these levels and, if they wish, resume training toward higher levels at a later date.

Thus, C.O.P. provides educational career opportunities for people whose experiences and life styles add a needed dimension to the schools, but whose backgrounds and economic situations might otherwise contain them in the increasing ranks of the unemployed or underpaid.

### Special Needs--Special Problems

The key to the Career Opportunities Program is its emphasis on better education for low-income children. C.O.P. aides are performing tasks in each participating school system calculated to satisfy the specific needs of children attending school there. These educational needs may differ drastically according to the population density, geography, and cultural background of involved people in each locale. C.O.P. projects on Indian reservations in South Dakota fill educational gaps which simply do not exist in the Philadelphia school system. Lewiston, Maine, and Jackson, Mississippi, C.O.P. projects, while sharing the same major objective of improving education for low-income children, are reaching that objective by different roads.

It is for this reason that sequential upward levels, as well as training specialists, are not duplicated in career lattices at C.O.P. projects across the nation. Each career lattice is unique to its own project. This uniqueness reflects the use of a systematized management information and

evaluation procedure (C.O.P.-M.I.E.S.) by each C.O.P. project director (and by the national branch office). This system was used as a management tool for identifying educational problems within the school system and devising solutions which have influenced the recruitment of participants, their placement within the schools, the academic training they receive, and the career lattice by which they reach eventual teacher certification. C.O.P.-M.I.E.S. continues to function as a mechanism for constant re-evaluation of progress and subsequent redefinition of goals.

### C.O.P. Statistics

C.O.P. projects in every state range in size from 20 to over 600 participants. Over half are in early childhood education, kindergarten through third grade, and another quarter in grades seven to twelve. C.O.P.'s educational auxiliaries work with Indian youngsters in the rural South and West; with Chicanos in the Southwest; with other Spanish-speaking minorities along the East Coast; with poor, white youngsters in the mountain states and Appalachia; and with black, brown, red, and white youngsters in core-city schools throughout the nation.

About 75 percent of C.O.P. programs are in schools in the nation's major inner cities, half of them designated as Model Cities. The rest are in rural America.

C.O.P. projects link programmatically with a variety of other education and community programs, people, and agencies not only to stretch C.O.P.'s training dollar but also to get maximum local input in developing new models for using and training staff of low-income area schools. Among them are Model Cities; Community Action Agencies; Headstart; Follow Through; Upward Bound; VISTA; New Careers and other manpower programs; College Work-Study; other Education Professions Development programs; and projected funded under Titles I, III, IV, and VII of the Elementary and Secondary Education Act. Some provide community liaison and feedback, others staff and training know-how. Still others provide the funds to demonstrate the effectiveness of a low-income/middle-income mix in training educational personnel. Under most plans, C.O.P. pays administrative costs and university and inservice training for the auxiliaries, while the cooperating school provides salaries or stipends for C.O.P. auxiliaries.

Career Opportunities Program allocations for fiscal year 1971 are \$25.8 million under provisions of the Education Professions Development Act. Grants for fiscal year 1970 totaled \$24.3 million. The average C.O.P. cost per auxiliary is \$2,688. Through cooperative funding, most C.O.P. projects have doubled or tripled the basic C.O.P. grant.

### C.O.P.'S First Year--on Target

At the end of its first year, the Career Opportunities Program knows it is impacting on its intended target. Basic prerequisites for the progress of the program are firmly established. Analyzed data from the C.O.P. Management Information and Evaluation System reveals that 95 percent of C.O.P. participants have low-incomes and are residents of the area



served by the school. Forty-one percent are considered "high risk potential"--talented people who by dint of former academic, employment, or personal records would not otherwise be considered eligible for careers in education.

One hundred and eighty-six colleges and universities are involved in tailoring courses and credits more to C.O.P.'s theoretical-clinical approach. One hundred percent of the 132 projects have set up community councils to advise and participate in project plans and activities. These councils serve as vehicles for community residents and organizations to directly influence the objectives and progress of C.O.P. projects. At 21 percent of the C.O.P. sites, community residents are represented on a constant basis by C.O.P. project directors chosen directly from the community being served.

#### Expert Assistance

Career Opportunities projects have benefited from the assistance of experts in all fields of education from the moment they first began to draft a program proposal following their selection as projected C.O.P. sites. Specialists in educational change efforts were appointed to serve on the C.O.P. Leadership Training Institute/National Talent Pool.

The aid these resource people have given to projects at every stage of development has played an important role in establishing the changes envisioned by C.O.P. Their assistance has been especially valuable as the project directors and community councils have worked together to create a career lattice geared to the problems of their own school systems.

#### PROGNOSIS FOR CAREER LATTICE STABILITY

Certain trends toward change in education are becoming evident in school systems participating in the Career Opportunities Program--resulting at least in part from C.O.P.'s influence. Viewed together, these changes indicate that career lattices should remain at a C.O.P. project site long after federal government funding for training has been phased out, because the lattices will be necessary to the system's functioning. The following are among these encouraging trends.

#### Use of Differentiated Staffing in Team Teaching and Informal Classrooms

Teachers working in teams or alone in classrooms soon discover how helpful an aide would be in assisting children who have been freed to let their curiosity guide them in independent study in an information setting.

Informal methods demand individualized, specialized approaches. Paraprofessionals who perform certain educational tasks provide time to the teacher for continuing diagnosis of each child's needs and progress.

In Miami, C.O.P. trainees are involved in the team teaching approach, assuming increasingly specialized roles to equip them to be contributing team members. A summer institute this year will plan specific curriculum and responsibilities for team professionals and paraprofessionals.

Pontiac, Michigan, is planning an exciting new Human Resources Center --an elementary education park with facilities for nearly every conceivable community need. School officials are depending on participation of C.O.P. aides in establishing a projected team teaching process at the Center.

#### State Education Agencies and C.O.P.

State C.O.P. coordinators, named by the states as C.O.P. was initiated, have contributed to a tremendous strengthening of the states' cooperative role in the Career Opportunities Program. With \$20,000 grants at the disposal of each state, coordinators have provided technical assistance to the projects; maintained active liaison between federal, state, and local agencies, as well as colleges and universities; monitored projects; and participated in policy decisions on the national level.

The role taken by the state coordinators has avoided the possibility that local Career Opportunities projects would be isolated programs, unable to influence changes needed in state education policy if the career development concept is to be established nationally.

#### Planned Revisions in Teacher Certification

Washington, Florida, and Texas are among those states in the forefront in revising state wide teacher certification requirements.

Career lattices established within Career Opportunities projects are serving as models for more flexible certification. Most of the states deliberating on such changes are leaning toward giving weight to competency in the classroom as well as mastery of academic subject matter in establishing certification requirements at various levels.

#### Increased Use of Local Funds

The Career Opportunities Program plays the role of a catalyst; it is not a base of permanent support for its projects. C.O.P.'s philosophy is the gradual phasing out of federal dollars and phasing in of state and local dollars.

In negotiating grants for second year funding for all 152 C.O.P. projects, the national office either guaranteed the provision of local tax money for support of C.O.P. training or aided the school superintendent and C.O.P. project director in devising strategies to affect subsequent budget deliberations to produce such a commitment.

#### Career Lattices in School Salary Structure

In C.O.P.'s more sophisticated sites, where experience with career lattices predates C.O.P.'s inception, the aim of integrating C.O.P. career lattices into school salary structures has been realized. Such projects as New York City and Minneapolis have guaranteed the retention of a career development approach in this manner.



Definite progress in this direction is also evident in many other C.O.P. projects. Fresno, California, is an excellent example. The project director reports that the Fresno City Unified School District adopted the concept of continuous progress and also adopted some differentiated staffing patterns in Title I schools. The genuine establishment of the career lattice within the personnel system of each school district will receive great concentration during C.O.P.'s second year.

#### Teacher Training Modification

Many institutions of higher education, after initial experimental programs of special courses which combine with the clinical experience of C.O.P. aides, are assimilating these courses into the regular curriculum. These colleges and universities are becoming advocates of the theory-work experience combination. Such a shift not only legitimizes the career lattice for special programs but also points to a time when it would be applicable for all teacher training.

Vice President John W. Baker at Francis Marion College in Florence, South Carolina, describes a conversion that many college administrators have undergone in working with the Career Opportunities Program. "It remained for me to be convinced," he says, "that the right people could be identified and recruited into the program to make it visible. However, our faculty has found the students to be not only well motivated but lively, resourceful, and cooperative. There is no doubt in my mind that the students who complete this program will be unusually well prepared as teachers. Indeed, I suspect that the results of this program will have much to suggest concerning innovations in teacher training programs in the future."

For these reasons, everyone involved with the Career Opportunities Program believes the chances for the adoption and expansion of the career lattice concept are very bright. Education joins many other professions in this trend--medicine, law, social work, et cetera. This is, in other words, an auspicious time to be revealing the benefits of structured career development both to the trainees and to the public they serve.

Perhaps the eventual culmination of C.O.P.'s impact on career development will lead to "interim" certification as the order of the day in education--saving permanent certification for an honorary "professor emeritus" purpose upon retirement. Certification to be renewed at intervals would concentrate on giving either the educational paraprofessional or professional a chance to look at his career and re-establish his goals for serving children.

Appendices

Appendix A

CAREER LADDER FOR AUXILIARY PERSONNEL  
TEACHER AIDE

1st Revision  
November, 1969

MINNEAPOLIS PUBLIC SCHOOLS

Frederick V. Hayen  
Consultant for Teacher Aides

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CAREER LADDER FOR AUXILIARY PERSONNEL--TEACHER AIDE

Title	Job description	Selection criteria	Pay, fringe benefits and increments
School Aide I	<p><u>General Functions:</u></p> <ol style="list-style-type: none"> <li>1) Assist the teacher in noninstructional classroom activity;</li> <li>2) Act as a liaison between school and community;</li> <li>3) Gradually assume child supervision responsibility and limited function in the instructional program under teacher direction;</li> <li>4) Perceptively observe interaction within the classroom;</li> <li>5) Observe curriculum operation;</li> <li>6) Observe function of the school as part of the community.</li> </ol> <p><u>Illustrative Functions:</u></p> <ol style="list-style-type: none"> <li>1) Take attendance;</li> <li>2) Greet pupils and encourage pupil participation;</li> <li>3) Correct objective-type papers;</li> <li>4) Prepare materials for teacher;</li> <li>5) Operate machines;</li> <li>6) Arrange picture files;</li> <li>7) Arrange interest centers;</li> <li>8) Make and use flash cards;</li> <li>9) Supervise small groups of children;</li> <li>10) Listen to pupils read.</li> </ol> <p><u>Responsibility:</u> All duties assigned by her supervisor. This point is clearly and officially established by a statement of policy adopted by the Board of Education. The skills of an Aide I are limited. The teacher must discover her talents and skills, and determine how to utilize them. The responsibility level of the Aide I will expand as the aide becomes more proficient and experienced.</p>	<ol style="list-style-type: none"> <li>1) Achievement of passing score on Civil Service entrance examination (oral);*</li> <li>2) Educational requirements: None;</li> <li>3) Physical requirements: Physical exam and a clear chest X-ray;</li> <li>4) Personal traits:             <ol style="list-style-type: none"> <li>A. A warmth toward children,</li> <li>B. Interest in working with children and teachers,</li> <li>C. Interest in self-improvement through added training and education;</li> </ol> </li> <li>5) Income requirements: None (except when necessary to meet requirements of specific Federal Programs);</li> <li>6) Other requirements:             <ol style="list-style-type: none"> <li>A. U.S. citizenship,</li> <li>B. Priority is given to neighborhood residents,</li> <li>C. Aide personnel should reflect the socio-economic cross-section of the school community,</li> <li>D. On rare occasions, special skills are desirable such as ability to sing, play a guitar or piano, etc.</li> </ol> </li> </ol> <p>*Oral exam following a brief literacy test</p>	<ol style="list-style-type: none"> <li>1) Hourly rate - \$2.00-2.86 (see appendix for complete salary schedule);</li> <li>2) Fringe benefits:             <ol style="list-style-type: none"> <li>A. Full time aide                 <ol style="list-style-type: none"> <li>1. Vacation: receive 1 day per month of school year;</li> <li>2. Paid holidays during employment year: Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, Good Friday, Memorial Day</li> </ol> </li> <li>3. Sick leave: 1 day per month maximum of 9 days per year, accumulate to 120 days</li> <li>4. Hospitalization: Optional shared cost group plan</li> <li>5. Workman's Compensation</li> <li>6. Free legal assistance in the event of work related civil action</li> <li>7. Retirement: Mandatory shared cost plan;</li> </ol> </li> <li>B. Part time aides:             <ol style="list-style-type: none"> <li>Workman's Compensation and free legal assistance only;</li> <li>Holiday pay;</li> <li>Tenure;</li> </ol> </li> </ol>

Post employment  
training

- 1) Orientation, inservice and skills training provided by coordinator.
- 2) Training includes Adult Basic Education and/or Adult General Education leading to the GED, if needed.
- 3) Relevant work experience, training and evaluation by supervising teacher at the work site.
- 4) Enrichment, self-improvement and vocational training at local institutions.
- 5) Training at the higher education level through Metropolitan Jr. College, University of Minnesota, and other area colleges.

Transfer  
possibilities

- 1) Lateral mobility among teacher aides, social worker aides and counselor aides is unrestricted.\* The School Aide I level is considered to be an exploratory level as well as an entry-training level.
- 2) Upward mobility to School Aide II can be attained through participation in training programs and satisfactory work performance (minimum 1 year).
- 3) Certain portions of the training programs provide entry skills to some Civil Service positions with the school system. If aide trainees indicate an interest in this employment, they are assisted in preparing for testing and in placement with the schools after Civil Service classification; however, no effort is made to incorporate this feature into the career pattern for aides.
- 4) Upward mobility in Salary Schedule through Step 3 is annual, dependent upon successful work experience.
- 5) Progression beyond Step 3 is annual, dependent upon successful work experience and completion of a yearly program of verified training.

\*Also media aides

Title	Job description	Selection criteria	Pay, fringe benefits and increments
School Aide II	<p><u>General Functions:</u></p> <ol style="list-style-type: none"> <li>1) All functions of Aide I;</li> <li>2) Become familiar with the curriculum;</li> <li>3) Assume a closer working relationship with the teacher and with children individually and in groups.</li> </ol> <p><u>Illustrative Functions:</u></p> <ol style="list-style-type: none"> <li>1) Help students both individually and in groups;</li> <li>2) Help children develop independent skills (writing, reading);</li> <li>3) Arrange bulletin boards;</li> <li>4) Make worksheets;</li> <li>5) Make overhead transparencies;</li> <li>6) Transfer marks to report cards;</li> <li>7) Correct workbooks;</li> <li>8) Collect lunch money and prepare report for office;</li> <li>9) Compile resource materials for the teacher;</li> <li>10) Set up appointments and conferences for the teacher;</li> <li>11) Telephone parents for the teacher.</li> </ol> <p><u>Responsibility:</u> All duties assigned by the supervisor. Through: experience and training the Aide II will have developed new skills and will be much more aware of the needs in the classroom. The trend is toward increased responsibility with groups of students.</p>	<ol style="list-style-type: none"> <li>1) Educational requirements:               <ol style="list-style-type: none"> <li>A. Must have a high school diploma, GED or equivalent,</li> <li>B. Must have completed 30 quarter credits for equivalent local training and be participating satisfactorily in a training program;</li> </ol> </li> <li>2) Must have performed successfully for a minimum of 1 year and continue to meet School Aide I criteria;</li> <li>3) Must achieve a passing score on Civil Service promotional examination for School Aide II.</li> </ol>	<ol style="list-style-type: none"> <li>1) Hourly rate - \$2.50-\$5.05 (see appendix for complete salary schedule);</li> <li>2) Fringe benefits: Same as School Aide I.</li> </ol>

Post employment  
training

Continuation of the training program initiated at the School Aide I level. The focus of training is dependent upon the objectives of the trainee. However, training is aimed primarily at functioning adequately on the job, and secondly toward the trainee's objectives of continued and upward mobility.

Transfer  
possibilities

- 1) Lateral mobility--Complete and open lateral mobility among social worker aide, counselor aide and teacher aide positions is still open without loss of classification.
- 2) Upward mobility on the Salary Schedule is annual, dependent upon successful work experience and completion of a yearly program of verified training.

Title	Job description	Selection criteria	Pay, fringe benefits and increments
School Assistant	<p><u>General Functions:</u></p> <ol style="list-style-type: none"> <li>1) Be involved with the teacher in all educational planning;</li> <li>2) Assist the teacher in all areas of classroom activity;</li> <li>3) Be involved in the program evaluation with the teacher;</li> <li>4) Assume supervisory responsibilities in the limited absence of the regular teacher;</li> <li>5) Assume other general supervisory duties.</li> </ol> <p><u>Illustrative Functions:</u></p> <ol style="list-style-type: none"> <li>1) Perform instructional activities as prescribed by the teacher;</li> <li>2) Carry out directed tasks in the limited absence of the teacher;</li> <li>3) Assist the teacher in making daily duties.</li> <li>4) Work with children who have special problems;</li> <li>5) Work with small groups while the teacher is working with the larger class group;</li> <li>6) Prepare monthly attendance reports;</li> <li>7) Participate in parent-teacher conferences;</li> <li>8) Plan bulletin board arrangements and keep them current;</li> <li>9) Assist the teacher in all areas of work;</li> <li>10) Plan projects and help children carry them out.</li> </ol> <p><u>Responsibility:</u> The School Assistant is expected to assist the teacher in all areas of work. The aide should be familiar enough with the program to provide continuity in the classroom with assistance to a substitute teacher in the absence of the regular teacher.</p>	<ol style="list-style-type: none"> <li>1) Educational requirements: Must have completed 60 quarter credits or equivalent local training and be participating successfully in a training program;</li> <li>2) Must have performed successfully as a School Aide II for a minimum of 1 year and continue to meet School Aide I criteria;</li> <li>3) Must achieve a passing score on Civil Service promotional examination for school Assistant.</li> </ol> <p>NOTE: refer to memo on School Assistant position</p>	<ol style="list-style-type: none"> <li>1) Hourly rate - \$5.40-4.40 (see appendix for complete salary schedule.)</li> <li>2) Fringe benefits Same as School Aide I and II.</li> </ol>



Post employment  
training

Training at this level incorporates all previous training activities, credits these activities and credits work experience locally and/or in the cooperating higher education institutions, into a comprehensive and highly individualized plan for each Aide-In-Training.

Transfer  
possibilities

- 1) Lateral mobility at this level is restricted.
- 2) Upward mobility is annual, dependent upon successful work experience and completion of a yearly program of verified training.
- 3) Mobility toward the professional level is encouraged and facilitated by post employment benefits, scholarships, individual adjusted work schedules, and new program development.

SALARY SCHEDULES

1969-70

C.S. Gr. II				C.S. Gr. III				C.S. Gr. V			
SCHOOL AIDE I				SCHOOL AIDE II				SCHOOL ASSISTANT			
Step	Hour	Day*	Year**	Step	Hour	Day	Year	Step	Hour	Day	Year
1	\$2.00	\$15.00	\$5030	1	\$2.30	\$17.25	\$3485	1	\$5.40	\$25.50	\$5151
2	2.15	16.13	5258	2	2.45	18.58	5707	2	5.60	27.00	5554
3	2.50	17.25	5485	3	2.60	19.50	5959	3	5.80	28.50	5757
***											
4	\$2.56	\$19.20	\$5878	4	2.75	20.63	4167	4	4.00	50.00	6060
5	2.71	20.33	4107	5	2.90	21.75	4594	5	4.20	31.50	6565
6	2.86	21.45	4533	6	3.05	22.88	4622	6	4.40	35.00	6666

\*DAY = 7-1/2 hour work day in an 8-hour clock day less duty free lunch - all classifications.

\*\*YEAR = 186-day work year (teacher's duty year) plus earned vacation and paid holiday - all classifications.

\*\*\*Advancement beyond this point and in all steps at the Senior Aide and School Assistant levels requires completion of a yearly program of verified training credits.



## Appendix B

### NEW YORK CITY THE AUXILIARY EDUCATIONAL CAREER UNIT

The Auxiliary Educational Career Unit provides various services to districts and to programs utilizing paraprofessionals; programs having career training, and programs having inservice training. In conjunction with these operations, the Auxiliary Educational Career Unit is responsible for designing inservice training, training the trainers of paraprofessionals, providing guidelines on the utilization of paraprofessionals, acting as a consultative agent for district training teams and other programs utilizing paraprofessionals; disseminating information concerning paraprofessionals, such as the newsletter; administering and coordinating career training programs for paraprofessionals, and being the administrative arm of programs listed in the chart, unless otherwise indicated.

**CAREER LADDER PROGRAM.** Paraprofessionals employed in the kindergarten are provided with college training in a program jointly sponsored by the Board of Education, Human Resources Administration, and the City University. The Board of Education provides salaries and inservice training. The City University provides the college courses from funds supplied by the Human Resources Administration.

EXCERPTS FROM THE NYC BOARD OF EDUCATION'S MANUAL FOR UTILIZATION OF AUXILIARY PERSONNEL.

#### 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.

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 absences, completion of required forms);
- to assist the teacher 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.

#### 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; and
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.

#### PARAPROFESSIONAL PERSONNEL EMPLOYEE BENEFITS

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

Vacation Pay--payable at the rate of 1 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 for every 160 hours of service payable in June 1969 for service rendered from April 1, 1968, to March 31, 1969. Service after March 31 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--earned at the rate of 1 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.



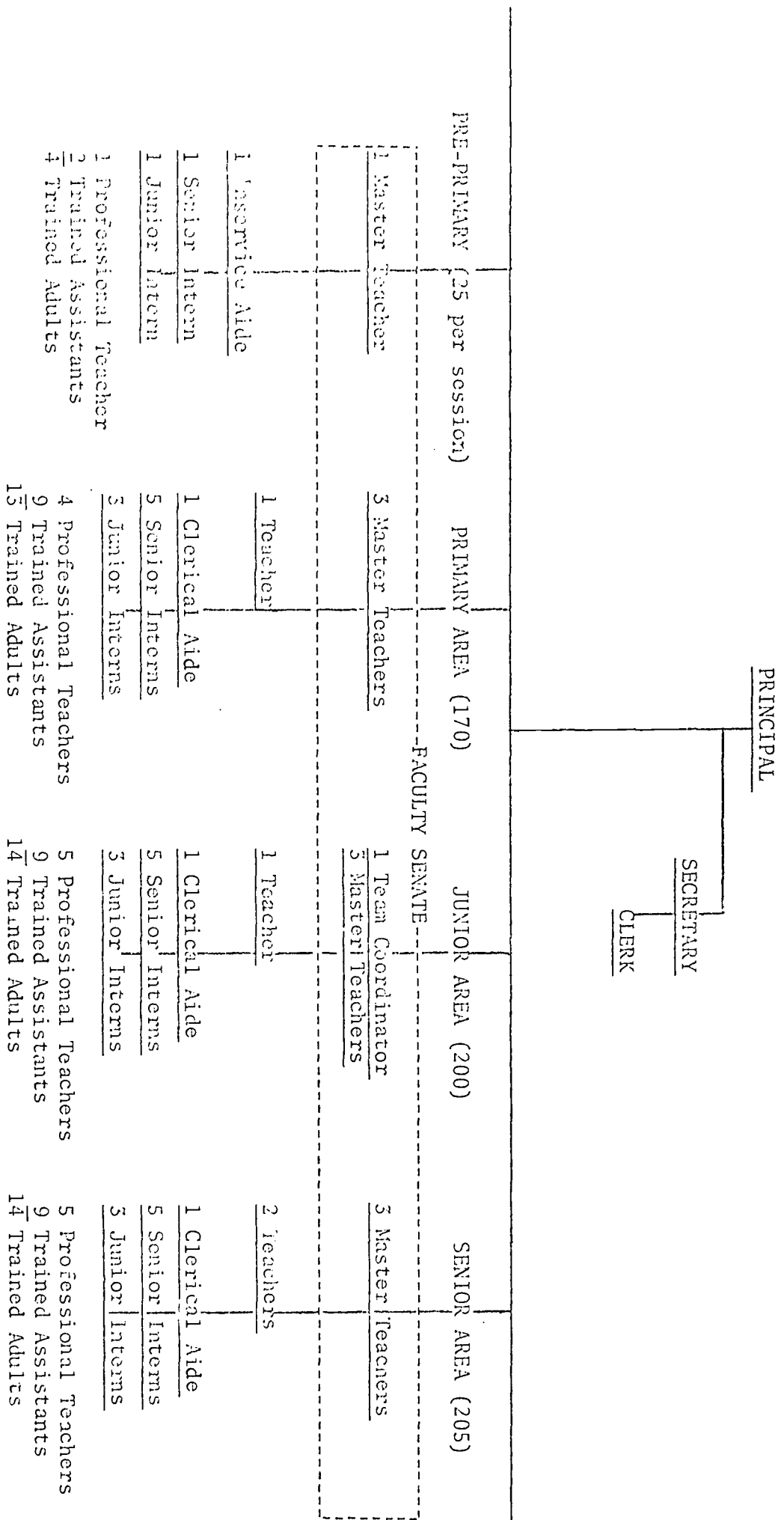
## NEW YORK CITY CAREER LATTICE

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		
Educational Associate	Family Associate	Educational Associate	Library Associate	School Secretary		Auxiliary Trainer High school diploma or equivalency diploma. Advance Job Corps training. i.g. Experience in one of the auxiliary titles. College training.
	90 college credits; 1 year Associate.					
	60 college credits; 1 year experience;	1 year experience;	1 year training.			
Educational Assistant	Family Assistant	Educational Assistant	Librarian Assistant	Secretary Assistant		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	Family Worker	Teacher Aide	Librarian Aide	Secretary Aide		
	No educational requirement;	ability to read and write English.				

NORWOOD ELEMENTARY SCHOOL  
Dade County, Florida

Appendix C

TENTATIVE ORGANIZATIONAL STRUCTURE



## Appendix D

### EXCERPTS FROM PROJECT DIRECTORS HANDBOOK--CAREER OPPORTUNITIES PROGRAM, A NATIONAL PRIORITY ACTIVITY UNDER E.P.D.A. OF 1967

#### PROGRAM REQUIREMENTS

The following elements should be included in each project:

- (1) A career lattice plan which includes both the experience and academic training necessary to qualify for each position--entry level through A.B. and certification status. Differentiated staff assignments below the professional level must be clearly delineated, and there must be school board approval for the differentiated salary schedule based on annual salaries and full fringe benefits. Cooperating institutions of higher education must admit C.O.P. trainees across the board and must grant credit for courses which will count toward a degree. Credit from community colleges must be transferable to four-year institutions. Qualifications in terms of work experience and education are to be approved by the appropriate state and local agencies. The approval may, however, be provisional, experimental, or pilot in nature.

A typical plan might include positions, requirements, and pay for aides, assistants, associates, interns, and so on. In any case, there must be at least three steps from entry level to professional status. The intention is not to set one set pattern, but to encourage development of plans that respond to the needs of each individual district. Teacher aides must be used as direct participants in the learning-teaching process. They cannot be used as clerks, custodians, food handlers, monitors, or in any other job not directly related to the learning-teaching process.

- (2) Intensive training is to be provided for program participants during the summer preceding the first school term during which the recruits will be working. The local district is responsible for the training. It may involve colleges--including junior colleges--and universities, or other private or public training resources, as the needs indicate. The teachers and administrators with whom the C.O.P. program members will work are to be involved in this training.

It is recommended that the summer training be divided in two parts: an orientation to the schools, the teaching team, etc.; and intensive academic preparation of C.O.P. participants involving college credit for interdisciplinary course work. Concentration should be provided on both substantive skills and personal skills in the affective domain necessary to be effective in the school. Prime attention in the orientation period should be given to the way the administrator/teacher/participant team will function. Thus, co-training of all participants as a team should be a part of the design. Microteaching techniques, or adaptations of them, may be useful.

- (3) Follow-up team training and evaluation sessions for the entire group involved in the summer session are to be scheduled regularly--at least once a month--during the entire school year. Provision should be made for some of the participants in the first summer training session to take part in the following summer sessions that bring new members into the system.
- (4) College level courses for credit are to be provided for the participants to qualify them, if they are successful, to advance to the next positions on the career lattices. During the school year, participants will be expected to carry at least one-half of a normal course load, the content of which should be enriched in line with the needs of the C.O.P. In general, a pattern of 9 credits each for the fall and spring semesters, and 12 credits in the summer is considered desirable. At least one core course with the college credit should be designed for all participants. Both higher education institutions and the local school district are to be involved in the academic course work for the participants. The core course is to include representatives from related agencies and institutions as instructors. Also, appropriate college credit should be given for work experience and practicum. Additional courses that fit the needs of each individual in preparing for the next higher position should be offered.
- In determining the location of these courses, the convenience of the recruits should be a prime factor. Most course work can take place on-site in schools where participants are employed. Participants must be allotted sufficient release time to carry the required course workload.
- (5) The local school district should arrange with accredited colleges or universities to accept the participants into the courses described above for academic credit toward a regular degree program.
- (6) The family income criterion must be met by the district or school.
- (7) Each school district project should include not less than twenty participants. Twenty is also the minimum initial enrollment for the core course. Six participants should constitute the minimum number of placements in any one school.
- (8) The mixing of veterans and non-veterans in each school is encouraged.
- (9) The inclusion of present school students as part of the program, as in the Youth Tutoring Youth program, is encouraged.
- (10) Each project is to designate a project director, selected through joint agreement of local education agency, institution of higher education, and community representation, who will be responsible for overseeing the activities, including the training, of all participants. In addition, one faculty member from each school is to be designated as responsible for the team of participants in that school.

## INFORMATION REGARDING PROPOSAL COMPONENTS

The concept of a partnership between school (LEA), college, and community is to characterize the entire developmental process. In addition, the state department of education will play a continuing role in project development. While the period for the development of the prospectus was short and, therefore, may have made such collaborations difficult, the time available for the proposal development process offers ample opportunity for the required cooperative effort. This process must begin promptly and continue throughout the entire developmental process and the implementation stage of the program.

While one or another member of the partnership may have a more central role in one or another of the program's components, each has something to contribute to every stage of the program. Thus, each is to be involved in the entire planning and development process.

Career Opportunities should be viewed as a program encompassing the concept of planned social and institutional change. A possible scheme is to bring together participants from each of the groups as a local Career Opportunities Program council. It is important that the participation on the council from any of the three groups not be too limited. For example, participants from the school should include not only staff from the superintendent's office but also teachers, administrators, and present paraprofessionals, who will be involved in the program's implementation. Representatives from teacher and other staff organizations, as appropriate to the local situation, should be involved. Similarly, those involved from the training institutions should include the faculty members who will teach the paraprofessionals as well as the appropriate administrative officials. Among the sources of community participation might be an already existing community advisory board, a Model Cities Board, as well as representatives of private groups or non-profit citizen groups. The community representation should particularly take into account roles for parents and for students, as well as for community members who are key residents of the neighborhoods of the schools served by the Career Opportunities Program. Such a C.O.P. Council would continue through the life of the program as an on-going mechanism for cooperation and involvement. In every site with a Model Cities program, the Model Cities Board should be the vehicle for this partnership, or be a part of the C.O.P. council.

Where a C.O.P. applicant elects to achieve this participation other than through such a program council or local board, the proposal should indicate the basis for choosing an alternative and the advantages of doing so.

### Statement of Need

The statement of need should be specific and concise as to the issues to be addressed by the program and from it program objectives are to be derived.

This section of the proposal should note the specific school(s) in which the C.O.P. trainees will participate and give the basis for this selection, especially in relation to the concentration of low-income families

in the school district. C.O.P. participants should be assigned in groups no smaller than six trainees per school.

#### Statement of Objectives

Each project is to develop specific and concise objectives for its proposed program in terms of both long range and immediate goals. These objectives should reflect the broad aims of the Career Opportunities Program--its anticipated impact upon children's learning, upon school staffing and organization, upon school-community and school-training institution relationships, and improvement in ways of training persons for school careers, and should form the framework for the development of the program, including its evaluation. The objectives should be attainable and measurable, and should be clearly and coherently stated.

#### Institutional Changes Anticipated

The Career Opportunities Program anticipates results that go beyond affecting a particular group of children. They extend to the structure and organization of the school and its relationships to other institutions. Thus, it is to be expected that as a result of the Career Opportunities Program, schools may be improved in a number of ways. For example, changes such as the following may be anticipated:

- New staffing patterns including both differentiated staff roles as well as career advancement programs.
- New opportunities for the entire staff to engage in planning, training, and participation in the life of the school.
- New forms of evaluation of performance in the classroom, as well as new ways of preparation and credentialling.
- New and wholesome interaction between school and training institutions with much more of the work of the latter taking place in the former.
- Participation of youngsters in the teaching process, as in Youth Tutoring Youth programs.
- New patterns of teamwork within the school.

These and other improvements are possible outcomes of a Career Opportunities Program. Their achievement will be a result of a premeditated and carefully delineated plan toward the end. Thus statements of changes sought, the reasons for designing them, and the strategies to be followed in achieving them, should be part of the proposal.

Positive commitment of all relevant agencies based upon cooperative participation of the entire school leadership--school board, superintendent, principals, supervisors, teachers, and other staff--is an indispensable prerequisite to the success of the Career Opportunities Program.



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