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I

ABSTRACT

The Title I Program in the Fremont Unified School District is located at two target schools. Currently there are 39 instructional aides employed. Aides were recruited through letters to parents and notices on shopping center bulletin boards in the target area. A committee including the principals of the two schools, the resource teachers, and a training teacher interviewed and selected participants. A formal training program was conducted for a period of 6 weeks, 4 hours daily, by a target school principal and an experienced teacher. Trainees received instruction in academic as well as general education topics. The instructional aides are used in classrooms and pull-out programs to give individualized instruction to identified students in language arts and mathematics. They also perform other routine duties for the teacher. The resource teachers are responsible for the supervision of the total program in each target school; they hold weekly inservice meetings for the instructional aides so that their education is on-going. The program is evaluated by aides, teachers, principals, resource teachers, and reading and math specialists. Aides are observed monthly by the resource teacher and principal and evaluated yearly by the teacher. (The report includes copies of forms used in recruitment, placement, and evaluation and copies of some curriculum materials used in the training program.) (RT)

EDO 57009

**E. S. E. A. TITLE I**

**INSTRUCTIONAL AIDE PROGRAM**

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**FREMONT UNIFIED SCHOOL DISTRICT**

**40775 Fremont Boulevard  
Fremont, California**

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Superintendent**

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## I. BASIC INFORMATION

The Title I Program in the Fremont Unified School District is located at two target schools. Instructional Aides have been a part of the program since 1968. Currently there are thirty-nine Instructional Aides employed with Title I funds. We anticipate continuing the program through the ensuing years if funds are available.

### A. What Is A Teacher Aide?

1. A teacher aide is a non-certificated person asked to help the teacher so that the teacher can do a better job in the classroom.
2. A teacher aide assumes a secondary position in the classroom. She is a good helper by being a good "follower".
3. A teacher aide may be a college student, a housewife, a high school student or a parent. Her chief asset is a genuine love for children and a strong desire to work with them and help them.

### B. A Good Teacher Aide Is . . .

1. Someone who is helpful but not pushy, cheerful but not flippant, businesslike and not chummy.
2. Someone who wears clothes in good taste -- neat and clean, proper shoes and hose, skirts not too tight, not too short.
3. Someone who always serves as a good example.
4. Someone who is on time.
5. Someone who lets the teacher do the directing and correcting.
6. Someone who can take directions, yet does not need to be told everything.
7. Someone who follows teacher's directions without question.
8. Someone who has ideas but keeps them to herself unless asked.
9. Someone who always keeps her voice lower than the teacher.
10. Someone who speaks to the child softly.
11. Someone who goes to the child personally and does not call across the room.
12. Someone who limits her conversation within the classroom.
13. Someone who does not engage the children and the teacher in the classroom in needless conversation.
14. Someone who confines her conversation to breaktime, lunchtime and after the children have gone.
15. Someone who buries within her soul the family secrets the children reveal.

## II. RECRUITMENT

Instructional Aides were recruited through letters to the parents living in the attendance area of the target schools. Notices were posted on bulletin boards in shopping areas close to the target areas.

Those responding to the letter and notices were given an application.

The applications were screened by a committee composed of the principals of the target schools, the resource teachers and a training teacher. Interviews conducted by the screening committee were set up for those selected.

Applicants were tested the same day as the interviews.

Letters of acceptance or non-acceptance were then sent to the applicant.

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FREMONT UNIFIED SCHOOL DISTRICT

ESEA Title I

Dear Parents,

Due to the success of our ESEA Title I program, "Project Growth," in the target schools (Durham and Grimmer) the program is being expanded and fifteen additional Instructional Aides (teacher aides) will be trained this summer. The training program will begin June 26 and end July 24.

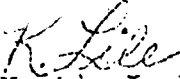
Applicants who are accepted for the training program should show financial need. They will be paid at the rate of \$2.00 an hour, four hours per day, for twenty days.

Trainees will be instructed in the necessary duties and skills to properly aid the classroom teachers and to work with small groups of pupils. They will also take part in a demonstration summer school held this summer with ESEA Title I funds which will be used as a training laboratory. The trainees should expect at least two hours of homework per day.

Application forms may be secured at the Durham and Grimmer School offices. Completed applications are due in to the Durham or Grimmer School offices by June 5. Interviews will be conducted from June 17 through 19.

For further information you may call Mr. John Mazzone, Principal of Durham School, 656-6360.

Sincerely,

  
Kurtis J. Lile  
Director  
Research & Development

KJL/maf

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SCHEDULE OF EVENTS FOR INSTRUCTIONAL AIDES

- May 26 - June 4 -- Parents may pick up applications at the Durham or Grimmer School offices.
- June 5 -- Final date for applications to be turned in at either the Durham or Grimmer School offices
- June 17 - 19 -- Interviews
- June 22 - 25 -- Planning period for teacher aide instructors
- June 26 - July 24 -- Training program
- July 3 -- Holiday
- July 25 -- Conclusion of the training program

Check School Area Where  
Application is made:

POSITION APPLIED FOR

- 1. Durham \_\_\_\_\_
- 2. Grimmer \_\_\_\_\_

Instructional Aide

ESEA TITLE I

"PROJECT GROWTH"

FREMONT UNIFIED SCHOOL DISTRICT  
 40775 Fremont Blvd.  
 Fremont, California 94538  
 657-8510

APPLICATION FOR EMPLOYMENT  
 (CLASSIFIED)

PLEASE PRINT OR TYPE

Name \_\_\_\_\_  
 Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Miss \_\_\_\_\_  
 Last First Initial Phone

Address: \_\_\_\_\_  
 Number Street City  
 \* \* \* \* \*

1. PERSONAL INFORMATION

A. Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

No. Day Yr.

B. Underline the word that describes your marital status:  
 Married Single Separated Divorced Widowed

C. Number of children, if any \_\_\_\_\_ Ages of children \_\_\_\_\_

D. Social Security Number \_\_\_\_\_ Are you a U.S. Citizen?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

E. Are you a resident of the Fremont Unified School District?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

F. Have you been arrested for any reason other than traffic violation?  
 (If yes, Attach an explanatory sheet to this form) Yes \_\_\_\_\_ No \_\_\_\_\_

G. Do you have any physical disabilities? Yes \_\_\_\_\_ No \_\_\_\_\_  
 (If yes, attach an explanatory sheet to this form)

2. EDUCATIONAL INFORMATION

Circle last grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

If college attended, list major and minor \_\_\_\_\_

List your most recent experience first. Include all experience for the last five years. Attach an explanatory sheet to this form if more space is needed. Include any additional information which you feel is important.

<u>DATES OF EMPLOYMENT</u>	<u>EMPLOYER'S NAME &amp; CITY</u>	<u>SALARY REC'D.</u>	<u>POSITION</u>	<u>REASON FOR LEAVING</u>
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May we contact your present or most recent employer regarding your qualifications?  
 Yes \_\_\_\_\_ No \_\_\_\_\_

Give below names and addresses of people who have first-hand knowledge of your work experience.

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>
-------------	----------------	--------------

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Please check the following in which you have had experience:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Carpentry         | <input type="checkbox"/> Boiler Operation | <input type="checkbox"/> Typing             |
| Rough <input type="checkbox"/>             | <input type="checkbox"/> Boiler Repair    | WPM _____                                   |
| Finish <input type="checkbox"/>            | <input type="checkbox"/> Gardener         | <input type="checkbox"/> Bookkeeping        |
| <input type="checkbox"/> Painting          | <input type="checkbox"/> Janitor          | <input type="checkbox"/> Machine Calculator |
| <input type="checkbox"/> Plumbing          | <input type="checkbox"/> Mechanic         | Which Machines:                             |
| <input type="checkbox"/> Electrical Wiring | <input type="checkbox"/> Bus Driver       |   |
| <input type="checkbox"/> Cement Worker     |   |   |
| <input type="checkbox"/> Finisher          |   | <input type="checkbox"/> Ditto              |
| <input type="checkbox"/> Plastering        |   | <input type="checkbox"/> Mimeograph         |
|  |   | <input type="checkbox"/> Shorthand          |
|  |   | WPM _____                                   |

I affirm that the answers I have given to the questions above are true to the best of my knowledge and belief.

DATE \_\_\_\_\_

Signature of Applicant: \_\_\_\_\_

Maiden Name: \_\_\_\_\_

PLEASE NOTE:

All employees must be fingerprinted within ten days after employment.



HOBBIES:

HAVE YOU EVER TAUGHT SCHOOL? \_\_\_\_\_ IF SO, LIST BELOW WHERE AND WHEN.

ACTIVITIES:

MARK WITH A CHECK MARK ( ) THE THINGS BELOW WHICH YOU FEEL YOU DO WELL.

- Type \_\_\_\_\_ Paint \_\_\_\_\_ Tell Stories \_\_\_\_\_ Read Aloud \_\_\_\_\_ Sing \_\_\_\_\_
- Dance \_\_\_\_\_ Play Piano \_\_\_\_\_ Lead Singing \_\_\_\_\_ Explain a Game \_\_\_\_\_
- Write on Board \_\_\_\_\_ Decorate \_\_\_\_\_ Write on Paper \_\_\_\_\_ Tidy up Room \_\_\_\_\_
- Direct Game \_\_\_\_\_ Run Project \_\_\_\_\_ Run Duplicator \_\_\_\_\_ Keep Records \_\_\_\_\_
- Meet Strangers \_\_\_\_\_ Filing \_\_\_\_\_ Sewing \_\_\_\_\_ Printing \_\_\_\_\_ Look up Materials (Simple Research) \_\_\_\_\_
- Make Chart \_\_\_\_\_ Give Lecture \_\_\_\_\_ Child Care \_\_\_\_\_
- Arrange Library \_\_\_\_\_ Supervising Play \_\_\_\_\_ Cut Stencils \_\_\_\_\_ Teaching \_\_\_\_\_
- Teaching Dancing \_\_\_\_\_ Counting Money \_\_\_\_\_ Checking Papers with Key \_\_\_\_\_
- Arrange Bulletin Board \_\_\_\_\_ Make Ditto Masters \_\_\_\_\_ Make Inventory \_\_\_\_\_
- First Aid \_\_\_\_\_ Dictating \_\_\_\_\_

IS A MEMBER OF YOUR FAMILY NOW A TEACHER? \_\_\_\_\_ RELATIONSHIP \_\_\_\_\_

DO YOU SPEAK A FOREIGN LANGUAGE? \_\_\_\_\_ IF SO, WHICH \_\_\_\_\_

ARE YOU AVAILABLE FOR SERVICE THROUGHOUT THE YEAR? \_\_\_\_\_ NOW? \_\_\_\_\_

ASIDE FROM OPPORTUNITY FOR EMPLOYMENT, WHAT PROMPTS YOUR INTEREST IN THIS KIND OF WORK? \_\_\_\_\_

GIVE NAMES AND ADDRESSES OF THREE LOCAL REFERENCES, ONE PREFERABLY A TEACHER OR PRINCIPAL

NAME

ADDRESS

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E OF APPLICATION \_\_\_\_\_

SIGNATURE \_\_\_\_\_

APPLICATION

ESEA TITLE I, "PROJECT GROWTH," INSTRUCTIONAL AIDE

NAME \_\_\_\_\_

SPOUSE'S PLACE OF EMPLOYMENT \_\_\_\_\_

SPOUSE'S JOB \_\_\_\_\_

STATEMENT OF FINANCIAL NEED

MY EXPERIENCE WITH CHILDREN HAS BEEN:

## INTERVIEW QUESTIONS

1. Rapport
2. How can you arrange your obligations?
3. Next year projection.
4. What would you do if you saw a teacher do something that you thought was wrong?
5. If the principal confided something in you concerning your teacher, how would you treat this confidence?
6. How do you feel toward our country and today's problems? Do you salute the flag?
7. Do you think the rule concerning separation of church and state to be a good one?
8. Would you be unhappy if profanity was used in the school?
9. What do you feel you owe to your "boss"?

10. As a future teacher aide what adjustments will you have to make in order that you'll be effective and be able to withstand the shocks of various forms of misbehavior?
11. From the tape recording you were given a brief historical review of discipline. The present or new type of discipline emphasized today considers the whole child's process of growth and development. Name the four major elements of the personality.
12. How do we go about helping children achieve self-discipline and self direction? (4 possible answers)

J. HALEY DURHAM SCHOOL  
40292 Leslie Street  
Fremont, California

June 17, 1970

Thank you for your interest in our school district and in our E.S.E.A. Title I program, "Project Growth." It is our pleasure to inform you that you have been accepted as an Instructional Aide trainee for the summer workshop. The workshop will be conducted beginning June 26 through July 24, 1970. Friday, July 3, class will not be in session due to celebrating the July 4th holiday. The hours of the workshop are from 8 A.M. to 12 noon.

Please notify us immediately if you are not available for the total summer workshop.

Please be advised that this letter notifies you of our acceptance of you to the summer training workshop. Your acceptance in the regular school year program is dependent upon the Federal monies available and the need for your services.

Sincerely,

Kurt Lile, Director  
Research & Development

J. HALEY DURHAM SCHOOL  
40292 Leslie Street  
Fremont, California

June 17, 1970

Thank you for your interest in our school district and our Title I project we call Project Growth. The interest in our instructional aide program has been gratifying.

We have received many more highly qualified applications than we have openings for in the position for which you have applied. Consequently, we are unable to offer you employment for this program. We will keep your application on file for a period of one year in the event a position opens for which we may be able to consider you.

Sincerely,

Kurt Lile, Director  
Research & Development

### III. TRAINING

A formal training program was conducted for a period of six weeks, four hours daily, by a target school principal and an experienced teacher. The trainees received instruction in academic as well as general education topics.

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FREMONT UNIFIED SCHOOL DISTRICT

Art Workshop For Teacher Aides

"Project Growth"

First Day

I. ART APPRECIATION

II. COLOR WHEEL

A. Discuss art prints:

1. Landscapes
2. Seascapes
3. Still-lives

A. Discuss colors:

1. Primary &
2. Secondary
3. Mixing paints

B. Discuss structure of paintings:

1. Foreground
2. Middleground
3. Background

Activity: Make a folder for art work and color wheel.

Second Day

III. CLAY WORKING

A. Discuss properties of clay:

1. Plastic qualities
2. Scraps
3. Tools
4. Methods of working
  - a. Push-pull
  - b. Bump mold
  - c. Drape
  - d. Throwing
  - e. Thumb birds
  - f. Jewelry

Activity: Make a thumb bird.

Third Day

IV. PAPER JEWELRY

A. Discuss and demonstrate jewelry making with:

1. Tin foil
2. Cardboard
3. Glue
4. India ink

Activity: Make jewelry.

Fourth Day

V. PAPER ART (non-objective)

A. Discuss and demonstrate three-dimensional paper structure with colored paper, different sizes and shapes of paper and "lifts".

Activity: Make paper picture.

Fifth Day

VI. PRINTING with:

- A. Rubber bands
- B. Intertube
- C. Cardboard
- D. String

Activity: Make several different prints.



FREMONT UNIFIED SCHOOL DISTRICT

ESEA TITLE I

Movie Projector	Filmstrip Projector	Overhead Projector	Record Player	Tape Recorder	Controlled Reader	Language Master	P. E. (game supervision)	Visual Aid	Experience Chart	Days Present

## CHILD GROWTH AND DEVELOPMENT

Film: Principles of Development

## A. PHYSICAL

1. Growth follows a pattern of maturation
  - a) pattern being continuous and orderly
  - b) general to specific
  - c) each child goes through each stage
    - 1<sup>1</sup> head - sit
    - 2<sup>1</sup> back - stand
    - 3<sup>1</sup> legs - walk

## B. EMOTIONAL

1. Stress interrupts the growth pattern
  - a) food
  - b) upset glands

## C. SOCIAL

1. Self
  - a) center of interests in self
  - b) small groups -- parents, family
  - c) maturation and learning bring development
    - 1<sup>1</sup> speech
    - 2<sup>1</sup> behavior
    - 3<sup>1</sup> personality

## D. OTHER FACTORS OR INFLUENCES

- |           |                       |
|-----------|-----------------------|
| 1. sex    | 6. health             |
| 2. I. Q.  | 7. family position    |
| 3. race   | 8. incentive          |
| 4. glands | 9. heredity           |
| 5. food   | 10. parental attitude |

## E. VOCABULARY WORDS

1. Motor Development
2. Principles
3. Maturation

## F. QUESTIONS

1. Which direction does physical growth take?
2. How do the emotions effect physical growth?
3. As a child grows he passes through several stages--name as many as you can.
4. \_\_\_\_\_ is caused by maturation and learning.
5. When a child is exposed to a learning situation too soon, it is not only a waste of time, but he also develops \_\_\_\_\_ attitudes.
6. Success and confidence aids maturation and learning. Why?
7. Development takes place from the general to the \_\_\_\_\_.

## FORMULA FOR READING

$$R = P + R + C + J + V$$

### READING EQUALS:

- PERCEPTION - to see or perceive
- plus RECOGNITION - (1) configuration (2) sight vocabulary  
(3) context clues (4) phonics (5) structural analysis
- plus COMPREHENSION - to understand (1) locating details  
(2) locating facts (3) arranging events in sequence (4) discovering the main idea  
(5) interpreting what is relevant and what is irrelevant (6) classifying - recognizing relationship of ideas (7) outlining (8) summarizing (9) drawing conclusions  
(10) interpreting author's style (11) appreciating literary style, colloquial, and humorous expressions
- plus JUDGMENT - (1) making comparisons (2) making inferences
- plus VALUES - interpreting attitudes, characteristics, and feelings.

(Examples are given to illustrate each)

## GADGETS:

Tape Recorders - Most children love to record and play back their voices on a tape-recorder. Besides being fun, the tape-recorder can help with tutoring. Maybe your tutee will want to dictate a story for you to write down later. You might want to record his reading aloud to play back to him and help make him aware of any problems he might have. You and your tutee might even want to take the recorder outside to interview people on the street.

Cameras - Taking pictures is another way of remembering experiences you and your tutee share. Take a camera along when you take a trip. It will help you both be more aware of everything you see around you. You might also want to take a picture of your tutee on your first session together to begin an "All About Me" booklet. You might want to take some interesting pictures on your own for your tutee to make up stories about. Let your tutee take pictures too.

Typewriters - Even children who have trouble writing will often like to try and peck out their own stories on a typewriter and they often learn new words just so they can see them in type. If possible, let your tutee try to write you a note or a story. You can help him with the spelling if he needs it. It might also be fun to type his stories for him and make a booklet to exchange with other tutees and use as a kind of reader.

## SOME MORE IDEAS:

Records - Have your tutee select a song from a record (one that he does not know the words for). Type or write the words to the song on paper. Go over the harder words with your tutee. Next give him the song sheet, turn on the record and see if he can sing along. He'll learn many new words this way, especially if he likes the music.

Readers - Sometimes it's fun to rewrite the readers, especially those with good pictures. Clip clean paper over the old words of the story leaving the pictures uncovered. Have your tutee write his own story to go with the pictures. Books illustrated with photographs are particularly suitable for this.

GADGETS: - continued

Comic Books - Cross out captions in a comic book or strip and have your tutee write his own captions. Or have your tutee draw his own strip and write a story to go with.

Open-ended stories ~ Type or write the beginning of a story out and have your tutee write the ending. Or tell the story and have your tutee tell the ending. You could record these stories on the tape-recorder and type them later for your tutee to keep and read.

Here are some brief story beginnings which may help you get started:

If I were (President, older, richer, etc.), then I would .....

If I had my choice of any place in the world to live, I'd go to \_\_\_\_\_ because.....

I love to play \_\_\_\_\_ because.....

My kid brother (sister) makes me mad when he (she).....

The funniest (scariest, saddest, etc.) thing that happened to me was when....

Now you make up some beginnings.

Puzzles - Find an attractive picture that you think your tutee will like. Paste it to a piece of cardboard (shirt cardboards are especially good). On the back of the cardboard write a word matching game, a story, or some exercise that could be cut up and put back together. (It is important that there be only one way to put it back together). Cut up the puzzle and put it in a large envelope. Have your tutee put it together. When he finishes have him turn over the puzzle to see the picture on the back. (If he has made a mistake, he'll know it because the picture won't make sense.)

Pen-pals - Find a pen-pal (either within the program or out of it) with whom your tutee can exchange letters. Actually mail the letters. Kids love to give and receive mail. (Your tutee might want to use the typewriter to write his letter.)

The ideas on the next few pages are taken from books which hopefully will be available for you to refer to. They are full of good tutoring ideas.

From Spice: Suggested Activities to Motivate the Teaching of Language Arts, by Mary E. Platts, Sr. Rose Marguerite and Esther Shumaker (Educational Service, Inc., Benton Harbor, Michigan):



GADGETS: - continued

Making Sentences

Write sentences on paper or strips of cardboard. Cut the words apart, and put the words of each sentence into an envelope. See if your tutee can unscramble the words and make them into the original sentences. (Make sure you put the right words in each envelope.)

Directed Pictures

Give your tutee a piece of paper on which you have written detailed directions for a picture for him to draw. (Be sure to leave lots of room for his drawing above or below your directions.) Tell him to read the directions aloud and draw a picture following the directions as closely as he can.

Adapted from How to Help Children Learn to Learn by Beatrice F. Goldszer, (Action-Housing, #2 Gateway Center, Pittsburgh, Pennsylvania).

Sequence Game (p. 32) - To learn beginning consonants play "Going to Kennywood Park" (or any place that children might be interested in). One child says "I went to Kennywood Park and took a kite." The next child continues by saying "I went to Kennywood Park and took a kite and a kitten." Children are eliminated if they omit any of the words or repeat them out of sequence.

GENERAL HINTS THAT MAY BE HELPFUL

1. ENCOURAGE A CLIMATE OF SUCCESS WITHIN THE CHILD.

- A. Grade papers positively.
- B. Encourage child to take a chance on answers, when he is afraid of being wrong.
- C. Point out his improvement to him.

2. WORK FOR QUALITY BEFORE QUANTITY.

- A. Begin at the child's performance level, and add more work as a reward for achievement when he is ready.
- B. Encourage the child to take all the time he needs to do neat work.

3. BEGIN ON CHILD'S LEVEL OF READINESS, INTEREST, AND TOLERANCE.

- A. For example: It may take a child the same amount of time to read ten pages as to do three math problems. Or: A child might be able to make a wonderful informational map for Social Studies, but have great difficulty putting this information in paragraph form on paper.
- B. A child may be able to spend an hour working on a subject if allowed to take a break every few minutes during the hour.

4. PRESENT INFORMATION AND DIRECTIONS IN VARIOUS WAYS

In this way, the child can sometimes compensate for his weaknesses by leaning on his strengths.

5. ALLOW CHILD TO USE CONCRETE HELPERS

- A. For Math: Counters, abacus, rods, etc.
- B. For Reading: Place markers.
- C. For Spelling: Individual letters to assemble.

6. ALLOW CHILD TO WORK WITH A PARTNER WHEN NECESSARY.

- A. If child is a very poor reader, another child can read the test questions to him, and he can answer them.
- B. If child is a very slow writer, another child can write the answers he dictates to him.

7. REINFORCE GOOD BEHAVIOR. IMMEDIATE REWARDS ARE MORE EFFECTIVE.

## HUMAN DIFFERENCES WHICH MAKE A DIFFERENCE

1. Each child brings with him to school two sets of factors which largely determine what his success will be. These are psycho-physical and social.
2. Each child comes to school with different attitudes, interests, motivations, degrees of maturity, habits and skills. Each will learn differently and use what he learns in a different manner. This is what we mean by "individuality."
3. It is easy to see physical differences and differences in behavior. Other factors are difficult to detect.
4. Ability to recognize individual differences and to deal with them is extremely important in education. Perhaps the ability to appreciate them is even more important. Individuality is a very precious thing.
5. Good teaching does not make children more alike. On the contrary, good teaching increases individual differences.
6. Recognizing individual differences is not always easy in the environment of the school. Studies have shown that teachers are inclined to perceive more carefully those children whose cultural background is more like their own. In general, they know more about these children.
7. It seems that human perception works selectively--matching value systems and individual aspirations. We see too often reflections from our own lives.
8. Though physical differences are fairly easily detected, it is not always easy to detect accompanying mental and/or emotional problems. Nearly always there are problems of this sort resulting from extremes in physical differences such as:
  - a. Extreme overweight
  - b. Extreme skinniness
  - c. Extreme height
  - d. Extreme shortness
  - e. Big ears
  - f. Large freckles

Any crippling or deforming characteristic is likely to be accompanied by emotional problems.

9. Some children come to school tired and hungry and some of us expect as much from them as from the well-fed and the rested.



## HUMAN DIFFERENCES WHICH CAN MAKE A DIFFERENCE - continued

10. Differences related to the sex of children are not always taken into account. Girls are able to make better marks than boys. This has been attributed to their tendency to conform, keep clean, follow directions, obey rules and to otherwise submit to adult direction and domination.
11. Even the so-called "faster maturation" of the girls may be more of a matter of nurture than nature. Some of it is due to different sets of expectations, no doubt.
12. More boys have reading difficulties than girls. School administrators will tell you that they can predict that the bulk of those who will fail in the first grade will be boys whose birthdays fall close to the deadline for admission to school.
13. There are social class differences which must be understood. The middle-class "closed-ended" system of "rights" and "wrongs" must be understood as it relates to other sub-cultures, for example. Cultural influences on some of our so-called "scientific" instruments for dealing with children must be understood by all who work with them. The so-called "intelligence" test is a case in point.
14. Intellectual differences do exist, though we are not sure what we are talking about when we use words like "intelligence", "intellect" and "ability." It is generally taken for granted that there is a composite of "abilities" and traits which we might call general intelligence. We do not know what all is involved in this, however.
15. Intelligence is not something people have in varying amounts. It is not something that can be measured or otherwise quantified. It is a way of reacting to the environment. One behaves intelligently, based on how others perceive he should have behaved. This is qualitative judgment.
16. So-called "intelligence" tests do not measure intelligence. They determine to some extent a level of achievement. From this, they are used to infer intelligence. The fact that these tests have relatively high predictive value as far as school success is concerned does not prove that they indicate native ability. Tasks required by these tests and by schools are similar or identical. Since these tasks follow the pattern of middle-class behavior, they are discriminating. They favor the middle class.
17. Results of so-called "intelligence" tests have been used to excuse poor teaching.
18. There has been a lot of talk recently about creativity. There have also been many definitions. Simplified, this is divergence of a sort which produces innovations. These innovations should be welcomed. We must look forward to "new models" and welcome them. This is the way progress is made. Creativity or divergence should be encouraged. Often in the school it is not.

HUMAN DIFFERENCES WHICH MAKE A DIFFERENCE - continued

19. The urge to be creative can be killed by insistence on too much conformity. Conformity should not be insisted upon where it is unnecessary.
20. Too often adults interfere with the spontaneity of children. Too often they insist upon too much duplication, precision, and exactness. Too often they insist upon adult standards to the detriment of creativity. Red pencils surely must have killed a lot of the urge to create.
21. Not only can creativity be encouraged, it can be provoked.
22. Rapid learners are also different from the average and the slow. These differences, however, may not be due to greater native ability. They may be due to sociological factors.
23. Some children who could be rapid learners don't learn rapidly because they do not wish to be different. They are afraid to excel.
24. Not all the experiences provided rapid learners need to be academic ones.
25. Provisions should be made for the rapid learner to learn on his own. He should be encouraged and assisted in independent study.
26. The slow learner should be dealt with in a similar manner to the treatment given the rapid learner. He will need work that will challenge him and that he can do. He needs to have materials of interest to him.
27. Slowness is not a sin or a crime, though some would tend to indicate that it is always bad. We need to forego the urge to speed up educational process and to over-drill. We cannot hammer into children that which we would have them learn.
28. The apathetic or unmotivated is no stranger to anyone. The disinterested student is well known. Yet we often fail to realize that one just cannot turn interest on and off. Attention is not something that can be paid like one hands over money to another. One's attention must be called forth. One becomes interested. Interest can be cultivated.
29. Apathy often stems from lack of achievement--from hopelessness.
30. We are all interested in many things. There are very few disinterested persons. Many may be interested in the wrong things. We need to know what pupil interests are and to put these interests to work. We often do not have the time to explore pupil interests.
31. In order to teach a class of individuals with widely different interests and abilities, it is necessary to start with a plan for the class and individualize the instruction from that point.
32. Some children do not do well in school because of an unfavorable self-concept.

## HUMAN DIFFERENCES WHICH MAKE A DIFFERENCE - continued

33. The self-concept can be improved through success and reassurance of others. Most people welcome the helpful reassurance of others.
34. Those who have poor self-concepts have been taught to feel the way they do about themselves by a succession of failures and abuses.
35. Criticism and rebuff kills the urge to try. Some insecurity is a natural part of every good learning situation. However, too much failure is reason enough not to try again.
36. Direct and sincere assurance must be given pupils. Success must be recognized. A smile, a nod, a "pat on the back" of some sort is about all the assurance needed a lot of the time.
37. Helping the insecure gain some security is a part of the over-all job of teaching. Insecurity cannot, and probably should not be eliminated, but some have more than they need to bear.
38. We cannot know what threatens individuals unless we know them quite well.
39. The over-dependent also needs help. Sometimes there is a tendency in the use of aides for either the teacher or the aide to give too much assistance with pupils' work. Some children seem to demand more than others. Over-indulgent parents cultivate dependence in their children.

Severe criticism from adults breeds over-dependence. This criticism causes children to seek the protection offered by over-direction.

Success in operating dependently is about the best cure of over-dependence.

The isolate (the loner) is often a child with problems, but this may not always be the case. Perhaps too much has been made of "not belonging." Belonging or not belonging is not the question. What the individual thinks or feels about it is important to him. He may wish to be alone and need not be troubled every time he turns around by some adult attempting to make him "socialize." Why he is alone and what this is doing to him are more important than that he is alone.

If a group behaves in such a way as to cause an individual to prefer being alone than with the group, some harm may result to members of the group.

FREMONT UNIFIED SCHOOL DISTRICT

ESEA TITLE I

INSTRUCTIONAL AIDE EVALUATION FORM

COMMITMENT TO TOTAL PROGRAM	O	S	NI	NO
<u>Shows interest and enthusiasm in the work</u>				
<u>Is willing to put in essential time and effort</u>				
<u>Is punctual</u>				
<u>Attends regularly</u>				
<u>Willingly accepts and carries out assignments</u>				
<u>Performs routine tasks efficiently</u>				

RESPONSIVENESS TO PUPILS' NEEDS	O	S	NI	NO
<u>Interacts positively with the pupils</u>				
<u>Is aware of facts of child development</u>				
<u>Shows concern for pupils' health and safety</u>				
<u>Accepts individual differences in pupils</u>				
<u>Shows resourcefulness in helping provide enriching experiences for pupils</u>				
<u>Is helpful in encouraging pupils to take part, ask questions and communicate in many ways</u>				

INSTRUCTION	O	S	NI	NO
<u>Is competent in reinforcement of skills</u>				
<u>Is able to work with small groups in instruction</u>				
<u>Can present lessons</u>				
<u>Completes work in scheduled time</u>				
<u>Demonstrates initiative and resourcefulness in performing assigned tasks.</u>				

STAFF RELATIONSHIPS	O	S	NI	NO
<u>Accepts guidance and suggestions from resource personnel</u>				
<u>Demonstrates loyalty to the teacher and the school</u>				
<u>Has a friendly working relationship with other aides</u>				
<u>Is a cooperative team member</u>				

V. PERSONAL CHARACTERISTICS

	O	S	NI	NO
<u>Is well groomed and appropriately dressed</u>				
<u>Uses acceptable English in a clear and pleasant voice</u>				
<u>Has good physical health</u>				
<u>Shows evidence of professional growth</u>				

Classroom Teacher \_\_\_\_\_  
Signature

Comments:

Resource Teacher \_\_\_\_\_  
Signature

Comments:

Instructional Aide \_\_\_\_\_  
Signature

Comments:

CODE: O - Outstanding  
 S - Satisfactory  
 NI - Needs Improvement  
 NO - No Opportunity to Observe

\_\_\_\_\_ Date

FREMONT UNIFIED SCHOOL DISTRICT

ESEA TITLE I

INSTRUCTIONAL AIDE TRAINING SESSION  
EXPERIENCE SHEET

	HAVE HAD EXPERIENCE	HAVE NOT HAD EXPERIENCE
1. Writing assignments on board		
2. Correcting papers		
3. Opening exercises		
4. Taking the roll		
5. Making reports		
6. Dictating to pupils		
7. Reading to group		
8. Supervising student activities		
9. Housekeeping		
10. Copying data, recording		
11. Securing materials from supply room		
12. Preparing and distributing supplies		
13. Assisting pupil groups or committees		
14. Operating duplicator		
15. Operating projector		
16. Operating recorder		
17. Typing materials		
18. Helping with limited kinds of drill		
19. Helping individuals with their work		
20. Providing remedial instruction		
21. Accompanying for singing, dancing, etc.		
22. Making teaching aids		

- continued -

	HAVE HAD EXPERIENCE	HAVE NOT HAD EXPERIENCE
23. Help with oral examinations		
24. Bulletin board assistance		
25. Work with room library		
26. Securing and returning audio-visual materials		
27. Set up for special activities		
28. Supervising special interest centers		
29. Distributing and collecting seat work		
30. Ordering audio-visual materials		
31. Securing data on pupils		

Problem Seen By Classroom Teacher	Subject Area Affected	Possible Classroom Activities	Possible Reason for Problem
<p>Illegible handwriting of printing</p>	<p>Printing and handwriting</p>	<p>Cutting, coloring, pasting, tracing, art work, woodworking, clay, relief maps, mosaics, Continental Press Materials</p>	<p>Visual-Motor Incoordination is poor</p>
<p>1. Often loses place. 2. Can't copy from board. 3. Can't locate answers in book or dictionary. 4. Can't catch ball.</p>	<p>Reading, Math, Spelling, all related areas.  P. E.</p>	<p>1. Use place markers. 2. Sort objects from groups of other objects. 3. Leave spaces between sentences on board. 4. Give child individual copy of work at his desk. 5. See mimeo.</p>	<p>Poor Figure-Ground Perception</p>
<p>Cannot identify letters or numbers consistently if presented in a different context.</p>	<p>Reading, Math, Spelling, all related areas</p>	<p>1. Matching letters of numbers by size, shape, color, and direction. 2. Finding things in room that are shaped like circles, squares, etc. 3. Drawing things with a certain shape.</p>	<p>Poor Form Constancy Perception</p>
<p>Reversal of letters and numbers. Putting heading in wrong place. Poor indenting.</p>	<p>Reading, Math, Spelling, and all written work</p>	<p>1. Drill on positional words: over, under, top, etc. 2. Color cues on child's desk. 3. Walk off letter shape.</p>	<p>Poor Perception of Position in Space</p>
<p>Reversal of letters in words, words in sentences, numbers in problems, poor spacing of handwriting, unable to copy from book or blackboard.</p>	<p>Reading, Math, Spelling, and all written work.</p>	<p>1. Playtiles, puzzles, peg board, marbles, dot to dot drawing, graphs, maps, visual clues.</p>	<p>Poor Perception of Spatial Relations.</p>



Problem Seen by Classroom Teacher	Subject Area Affected	Possible Classroom Activities	Possible Reason for Problem
Inability to follow verbal directions.	All areas.	<ol style="list-style-type: none"> <li>1. Keep directions short, simple, and repeat often.</li> <li>2. Give visual examples.</li> </ol>	Poor auditory memory of sequential motor movements.
Inattention, day-dreaming, hyperactivity, distractibility, impulsivity, perseveration.	All areas.	<ol style="list-style-type: none"> <li>1. Structure environment.</li> <li>2. Warn child of contemplated changes in activity, so he can prepare.</li> <li>3. Keep directions short and simple.</li> <li>4. Explain directions to child individually with visual cue.</li> </ol>	Poor auditory figure-ground perception.
<ol style="list-style-type: none"> <li>1. Inability to recognize sounds and identify them.</li> <li>2. Inability to discriminate between similar sounds.</li> </ol>	Phonics, Spelling, Reading, all related areas	<ol style="list-style-type: none"> <li>1. Give visual clues.</li> <li>2. Match letters with sounds and pictures.</li> <li>3. Continental Press materials.</li> <li>4. Tape basic sound lessons for child to use alone.</li> <li>5. "Listen and Do" records.</li> </ol>	Poor auditory form constancy perception.
Often involved in accidents on the playground.	Safety factors.	<ol style="list-style-type: none"> <li>1. Close eyes and locate sound in room.</li> <li>2. Locate outdoor sounds.</li> <li>3. Dog and Bone game.</li> </ol>	Poor auditory position in space (localization).
<ol style="list-style-type: none"> <li>1. Poor time concepts.</li> <li>2. Unable to follow verbal directions in order.</li> <li>3. Inability to sequence words, letters, or numbers in order.</li> <li>4. Poor memory.</li> <li>5. Poor at rhythms.</li> </ol>	All areas.	<ol style="list-style-type: none"> <li>1. Use clock on child's desk.</li> <li>2. Send note home when assignments are due.</li> <li>3. Give child time schedule.</li> <li>4. Let child use concrete objects or individual pictures or letter cards for sequencing.</li> </ol>	Poor auditory spatial relations perception.

A U D I T O R Y P E R C E P T I O N

Problem Seen by Classroom Teacher	Subject Area Affected	Possible Classroom Activities	Possible Reason for Problem
<p>Child does not seem to understand what he:</p> <ol style="list-style-type: none"> <li>1. Sees, or</li> <li>2. Hears.</li> </ol>	<p>All areas.</p>	<ol style="list-style-type: none"> <li>1. Pantomimes or charades.</li> <li>2. Teacher tells story and child draws picture of it.</li> <li>3. Vocabulary building.</li> </ol>	<p>Visual or Auditory decoding is poor.</p>
<p>Does not relate function to object, drawing on his past experiences.</p>	<p>All areas.</p>	<ol style="list-style-type: none"> <li>1. Categorizing according to type, usage, things that go together, matching, thinking of different things needed to perform a certain function, likenesses and differences.</li> <li>2. Continental Press materials.</li> </ol>	<p>Visual or Auditory association is poor.</p>
<p>cannot remember what he learns from one day to next, or one minute to next.</p>	<p>All areas.</p>	<ol style="list-style-type: none"> <li>1. Simon Says game.</li> <li>2. Association of ideas to provide pegs to hang other ideas on.</li> <li>3. Going over events in order for each day.</li> </ol>	<p>Poor visual or auditory memory.</p>
<p>Cannot express himself meaningfully:</p> <ol style="list-style-type: none"> <li>1. Verbally, or</li> <li>2. In writing.</li> </ol>	<p>All areas.</p>	<ol style="list-style-type: none"> <li>1. Puppets, oral group reading, pantomime, telling stories from pictures, writing about pictures.</li> </ol>	<p>Poor vocal or motor encoding.</p>

L A N G U A G E

Problem Seen by Classroom Teacher	Possible Classroom Activities	Possible Reason for Problem
Will not try.	<p>Possible Classroom Activities</p> <ol style="list-style-type: none"> <li>Keep activities geared to child's various readiness and interest levels.</li> <li>Always see that he meets with SUCCESS.</li> </ol>	Low self-concept
Will not listen.	<ol style="list-style-type: none"> <li>Eliminate as many distractions as possible.</li> <li>Keep assignments short and pleasurable, involving some kind of motor activity.</li> </ol>	Distractibility
Will not sit still.	<ol style="list-style-type: none"> <li>Keep the environment as structured as possible.</li> <li>Sitting time should be short and followed by movement time.</li> </ol>	Impulsivity Hyperactivity
Makes fun of others.	<ol style="list-style-type: none"> <li>Talk to child individually about this problem when you can see him alone.</li> <li>Encourage his attempts to become "part of the group."</li> </ol>	Lack of self-confidence
Always in trouble	<ol style="list-style-type: none"> <li>Make sure child understands what is expected of him.</li> <li>Make the punishment fit the crime.</li> <li>Give him some defined responsibilities.</li> </ol>	Low self-concept
Withdrawn	<ol style="list-style-type: none"> <li>Try to provide at least one friend for the child.</li> <li>Lead him into group during activities in which he can succeed.</li> <li>Encourage participation in outdoor activities.</li> </ol>	Lack of self-confidence
<p>ALWAYS REWARD CHILD'S POSITIVE BEHAVIOR INSTEAD OF DRAWING ATTENTION TO HIS NEGATIVE BEHAVIOR. THESE CHILDREN ARE HIGHLY RESPONSIBLE "TEACHER HELPERS" IF THEY UNDERSTAND WHAT THEY ARE EXPECTED TO DO. THESE CHILDREN ARE MUCH MORE UNHAPPY ABOUT THEIR BEHAVIOR THAN ANYONE ELSE IS.</p>		

## GAMES THAT MIGHT PROVE HELPFUL

### VISUAL:

1. Chess
2. Checkers
3. Chinese Checkers
4. Marbles
5. Marble Maze

### AUDITORY:

1. Simon Says
2. Doggie and Bone
3. Twenty Questions
4. Sound or Word Bingo
5. May I?

### MOTOR:

1. Obstacle Course (outside or in room)
2. Follow the Leader
3. Hopscotch
4. Rope and Ball activities (movement exploration)
5. Any kind of target activities

### SPELLING:

1. Make letters in clay, or dry cream of wheat
2. Walk off letters, heel to toe, slowly
3. Individually or in pairs, form letters on floor with their bodies
4. Hangman game
5. Spill and Spell, Scribbage, Scrabble, Anagrams, Crossword Puzzles

### MATH:

1. Crossword Math puzzles
2. Math wheels
3. Dominoes
4. Card games involving adding, subtraction, multiplication, or division to obtain a certain number
5. Walking off number sets

### READING:

1. Scrambled words or sentences
2. Scrambled paragraphs
3. All Phonics or Rhyming games
4. Teams: Teacher hands sentence to each team representative to read, remember, and write on board (1 point)
5. Secret Code Game: Teacher gives child code and he must decode into English letters the message given

### MEMORY:

1. I'm touching the desk; next child add an item until the end of the game.
2. Teams: Jump to the blackboard, hop to the wastebasket, walk to the desk, etc. (1 point)
3. I'm going to the store to buy a ----; each child adds one until the end of the game.
4. Teams: What's Missing game
5. Fill in the missing part of pictures, words, or sentences.

Taken from: Teacher's Guide to Education in Early Childhood  
California State Department of Education

Chapter 1 A SCHOOL FOR TODAY'S CHILDREN  
What Should Today's School Do for Young Children?  
What Should Today's School Do for Parents?  
What Should Today's School Do for the Community?  
What Should Today's School Do for the World?

Chapter 3 UNDERSTANDING CHILDREN  
Children in a Group Have Basic Likenesses  
Children in a Group Differ in Many Ways  
A Teacher Studies Children in Many Ways  
Case Histories of Three Children  
A Teacher Understands Children in a Group  
Knowledge of Children's Needs Guides the Teacher

Chapter 11 LEARNING TO SPEAK, READ, AND WRITE  
Interrelationships Between Reading and Language  
Oral Language Expression  
Reading  
Written Language Expression

Chapter 13 ART IN THE EXPERIENCES OF YOUNG CHILDREN  
Understanding Children's Artistic Expression  
Guiding Children's Art Experiences  
Painting and Drawing  
Modeling  
Weaving  
Cutting and Pasting  
Sewing, Stitchery, and Cloth Construction  
Costumes, Masks, and Puppets  
Evaluation of Art Expressions

Chapter 14 LITERATURE FOR YOUNG CHILDREN  
The Teacher's Role  
What Is a Good Book for Children  
Books for Very Young Children  
Books for Beginning Readers  
Stories to Read Aloud and to Tell  
Poems  
Books That Are Funny  
Books of Inspiration  
Books That Answer Questions  
Books That Stimulate Creative Expression

Chapter 19 HOUSING AND EQUIPMENT FOR YOUNG CHILDREN  
The School Plant  
The Outdoor Areas  
Standard Equipment for Indoor Use  
Standard Equipment for Outdoor Use  
General Instructional Materials  
Material for Experiences With Art Media  
Materials for Music and Rhythmic Experiences

## PROGNOSIS OF READING

- I. Why Children learn to read
- II. How children learn to read
  1. Decoding - sound to symbol
- III. What is reading
  1. Deriving meaning from a printed symbol
- IV. What is involved in reading skills
  1. Sight vocabulary
  2. Phonics
  3. Structural analysis
  4. Oral
  5. Rate - Adaptability
  6. Comprehension
  7. Study skills
  8. Content reading
- V. How do we teach reading
  1. To weakness for remedial help
  2. Spiral learning for developmental
  3. Wide range - commercial and teacher-made
  4. Overlapping of skills for reinforcement
  5. Teach to extend to other areas
- VI. Where to find out how to teach special skills
  1. Teacher's Manuals
  2. Instructor
  3. Grade teacher
  4. Spice
  5. Professional library
  6. Teachers
  7. Reading specialists
- VII. Techniques for teaching reading
  1. Personal involvement
  2. Interest
  3. Fun
  4. Variety
  5. Commercial aids
  6. Teacher-made aids

**VIII. A few good techniques to know**

- 1. Keep sessions short**
- 2. Children work in pairs**
- 3. Self-correction**
- 4. Total group involvement - cards, clapping, etc.**
- 5. Some physical movement**
- 6. Variety of techniques**
- 7. Call on slowest student to repeat directions**
- 8. Immediate correction**
- 9. Never repeat child's error - give only correct response**

I. PERCEPTION - CONSCIOUS OR AWARENESS

A. Readiness

1. left to right
2. likeness and difference
3. attention
4. follow directions
5. auditory
6. visual
7. social adjustment

II. RECOGNITION

A. Configuration Clues

1. tall, short, small, round, alike
2. some words have great configuration clues while others have few: i.e. little, animal
3. depend on no one clue

B. Sight Vocabulary

1. learn 50 to 75 words appropriate to the material to be used.
2. make charts involving these words.
  - (a) cut charts apart and rebuild
3. games involving these words reinforce
4. pictures and illustrations reinforce
5. stories read and told to pupil help

C. Content Clues

1. extremely valuable especially in older readers
2. perhaps best clue to bring comprehension
3. developed by leaving out words
4. necessary to reading ahead

D. Phonics

1. using the sounds of our language
2. ABC's introduced later
3. some methods depend on vowels
  - (a) Words in Color
  - (b) Lippincott
  - (c) Sullivan
4. not all words are phonetic
  - (a) 87% of our words can be "sounded out"
  - (b) too much dependence on sound loses comprehension

5. can make a most independent reader

E. Structural Analysis

1. words are made up of parts
  - (a) root
  - (b) prefix
  - (c) suffix



### III. COMPREHENSION

1. locating details
  - (a) find a specific answer
  - (b) can be strengthened by illustrations
2. locating facts
  - (a) follow an outline
  - (b) questions to find pertinent answers
  - (c) quiz or some testing device
3. arranging events in sequence
  - (a) dramatization
  - (b) flannel story
  - (c) outline
4. discovering main ideas
  - (a) give a title to a story
  - (b) creative stories
5. interpretation and critical reading
  - (a) involves the examination of ideas
  - (b) get a generalization and check it against experience
  - (c) reading is a thinking process
  - (d) this is a mature ability

### IV. ORAL READING

- A. varies from initial stage on each level
- B. useful for specific purposes
  1. check vocabulary of reader
  2. enjoys a style of writing
  3. read for some action i.e. dramatization
  4. express feelings or cause them to be expressed
  5. often clarifies and reinforces information gained in silent reading

## RELATIONSHIPS

### With the Teacher:

The first meeting lays the groundwork for a functional team (you are part of it), and also begins to establish your relationships.

No team functions without cooperation, respect for each other, and willingness. Aides such as you are a great help to a teacher, as you can sometimes better reach the community parents, neighbors, friends, children who are friends, etc. You also get to know the school -- its operation, the teachers and their work.

Show an anxiety to learn, and you will receive help.

A positive attitude (even if you are in doubt) needs to be used. No one is right always, but differences of opinion can remain or change and still a good working situation be there.

Become familiar with the resources and resource facilities, resource room, library, etc.

### With the Student and Tutors:

Characteristics which will lead to success:

Be friendly, helpful, enthusiastic, give the student security, gain his respect, be interested in him, happy, patient, and cooperative.

Nobody can tell you how to act, just hang loose and be yourself.

Avoid use of sarcasm, criticism, anger, projecting one's self into the personal lives of students, avoid conflict situations (don't argue), no use engaging in trivialities with students. Ignore "pencil thumping" -- handle this individually.

Instead of "Don't do that!", try "That noise is not letting us hear each other", or humor, "There's a noisy monster in here." Be careful with humor though.

Maintain a professional attitude in student contacts:

No buddy-buddy

No dictatorship

Be friendly and show sincerity

Try not to give the student a chance to say "No!".

"Helen, will you see me after school?"

Try "Helen, I'll expect you after school".

Any discipline action is better reacted to by the student if it is not given in front of his peers. This is an age in which each individual is different. Each learns at a different rate and level of understanding. Therefore, you will be helping in small groups and individually. We try to adjust to the student's needs -- third grade spelling words or ninth grade spelling words in the seventh grade.

## RELATIONSHIPS - continued

### Students and Tutors (Supervision):

- Help him gather materials
- Record his work hours
- Prepare materials for his use (pencils, etc.)
- Consult with teachers of tutees
- Evaluate with the community advisor
- Respect his work
- Confidential treatment of his work
- Inform parent about tutee
- See that he follows school rules -- no leaving the room (except for break), no gum chewing, etc. Teach by example.

### With the Staff:

Know the administrators and key personnel at your center.

Discuss. This way you know who to go to for help.

Being friendly with all teachers will help you pick up many teaching techniques and materials.

The custodian is the man who furnishes you with materials. If you help make his work easier, clean rooms, etc., you've got him in your hand!

Working together is the all important thing. You, the teacher, the student, the staff.

REMEMBER -- (A HINT TO THE WISE IS SUFFICIENT)

1. Parent-teacher conferences are private, keep your distance.
2. Watch what you say when in the childrens' hearing distance.
3. Use correct English in front of the children. They use us for speech models and we owe it to them to set the best example.
4. Do not be over-solicitous. It is important that children learn to work independently; allow time for the child to make some effort or attempt toward solving his problem.
5. Keep your hands to yourself. Let the expression on your face reflect your feelings.
6. Of all the traits desirable in a teacher-aide, silence is the greatest.
7. Each teacher and principal will operate differently.
8. Do everything and anything that the principal and the teacher ask you to do.
9. Keep in mind that the only reason you are here is TO HELP THE TEACHER so she can do a better job.

FREMONT UNIFIED SCHOOL DISTRICT

RESEARCH AND DEVELOPMENT

"PROJECT GROWTH"

SKILLS TAUGHT IN SIX WEEK INSTRUCTIONAL AIDE SUMMER WORKSHOP

John Mazzone, Principal

Durham School

1. Building and Staff Orientation
2. Child Growth and Development
3. Classroom Management and Discipline
4. Use of the Library
5. Making and Producing Duplicated Materials
  - Typing
  - Writing
  - Masterfax
  - Ditto Machine
6. Chart Making
7. Art Medias Workshop
8. Bulletin Board Techniques
9. Record Keeping (attendance, lunch money, test scoring, correcting papers, etc.)
10. Operation of all Building Audio Visual Machines
11. Practice in Cursive and Manuscript Writing
12. Courses of Study Expectations at Various Levels
13. Children's Literature (tapes)
14. Reading (tapes, games, dittos)
15. Math (tapes, games, dittos)
16. Science (tapes and equipment)
17. The Reading Process
  - A. Techniques of Reading
  - B. Telling Stories
18. Games for Physical Development
  - Rhythms and Folk Dancing
19. Reports from Professional Readings
20. Supplies and Forms
21. First Aid and Procedures
22. Anecdotal Record

## SOME CONSIDERATIONS FOR BOTH TEACHER AND AIDE

The following has been found to be useful in orientation programs with aides and teachers and can serve as a basis for in-service work:

1. A child wants to do something worthwhile.
2. A child wants to be significant--to be someone worthwhile.
3. We need to show children that we are interested in them--that we are trying to understand them.
4. We need to work with children to see that they act less upon impulse.
5. Character is not built or instilled--it grows and develops.
6. Many teachers leave teaching because of discipline problems, but only a handful of children cause most of the problems.
7. Inattentiveness and carelessness are signs of developing disciplinary difficulties.
8. A business-like atmosphere contributes a good discipline, but this does not mean that it must be an unpleasant atmosphere.
9. A sense of humor is necessary in dealing with children, but it should not degenerate into familiarity.
10. Adult attitude is quickly detected by children.
11. A request is more likely to be honored by a child than a command. A request not complied with is not a threat to anyone. A command unheeded is a threat to the one giving it.
12. A disorderly room is likely to contribute to disorderly behavior.
13. Writing on desks, walls, and elsewhere of an obscene or objectionable nature should be removed at once.
14. Picking up scraps of paper and litter and otherwise "tidying up" a room pays dividends in terms of good behavior.
15. Slang or "sloppy" speech should not be used by those who deal with children.
16. Children need worthy adult models to follow.
17. A smile or a frown may be the most significant part of the curriculum for the day.
18. One of the surest ways to enhance a pupil's effort is to be interested in his work.
19. Children must be dealt with honestly and "above board."

## TEACHERS (PARENTS) AND BEHAVIOR PROBLEMS

1. From what source do children's behavior problems arise?
  
2. What usually determines the teacher's or parents's reaction to behavior problems?
  
3. Aggressive behavior is quickly recognized while withdrawal behavior is not. Which kind of behavior is usually treated by parents and teachers? Why?
  
4. What is the usual treatment (by parents and teachers) toward behavioral disorders in children?
  
5. Compared to adults behavior what is the child's behavior usually like?
  
6. True or false---A child is more motivated by his intellectual understanding than his emotional needs taken from his social experiences.
  
7. What kinds of information do parents and teachers need in order to aid children with behavior problems (besides physical and mental)?

## TECHNIQUES FOR CLASSROOM CONTROL

(Many educators tend to think of discipline as an isolated phenomenon in the school life of a child. They seem to think that problems of discipline enter into a situation suddenly or exist by themselves chronically and that such problems have to be dealt with specifically and by themselves. Schools which have lists of rules and a system of cumulative merits and demerits exemplify such "isolationist" type of thinking. Instead of this we should strive to become alert to see the thousands of elements which are conducive to or work against the creation of an atmosphere in which youngsters mobilize their energies for productive and enjoyable working and living together. The bulletin presented here, it seems to me, is a step in the right direction. Many more items could be added to it, illustrations given, and implications of these items discussed.)

1. Be active and alert. "See everything", but not obviously. Employ a wide attention range.
2. Walk around, talk to individuals. Smile at pupils. Ask them pleasant questions. Do not be too obvious in your motives.
3. Cultivate and use your sense of humor--not the broad-joke type, but the light-touch-laughter type.
4. Make a seating chart and have an information card for each pupil. Know all names, hobbies, interests, domestic habits of each student. Find out these things/by talking informally, subtly, recording the information later. The "Pupil Interest Survey" sheet is helpful.
5. Learn to act, sincerely and well. You will have to be secure, happy, firm, informal, kindly, unrelenting, etc. To protect the integrity of your own emotional pattern, learn to act appropriately and sincerely.
6. Be self-confident. Have courage, moral courage to face the situation. It may be hard to appear self-confident, but it is a first essential. These things will help; prepared plans; sleep; recreation in non-school circles; using pupils to help with heat, light, air, attendance, books, bulletin board, committees, etc.
7. Use the positive approach whenever possible.
8. Best technique is careful planning by teacher--clear instructions, interesting work, and motivation. Be sure students can reach goals you have set. (Goals set too high or too low for either individual students or the group are equally destructive. Set tentative goals and watch constantly whether you are undershooting or overshooting. It is easy to misjudge; also, students change.)
9. "See" your pupils somewhere else than in the classroom--in the school, on the athletic field, on the noon playground, at the school parties, at committee work, etc.



## TECHNIQUES FOR CLASSROOM CONTROL - continued

10. It is nice to send a note home on Friday telling parents that their boy or girl has had a good week--has been helpful, courteous, etc.
11. Establish a friendly contact with the parent. Give parent opportunity to confide in you or ask your advice before you have to take initiative, (The importance of this is usually underestimated. The implications are very many, indeed.)
12. Keep an adult reserve of formality which the pupils know is there; no playing for popularity; no siding with pupils against other teachers or administration; be with the students, never one of them; no favorites, crushes; always Miss, Mrs. or Mr., never just "Smith." (Crushes, especially of adolescents, are not necessarily provoked by teachers. They are often part of the adolescent's search for other "ideal adults" which they need in the period in which they strive, wholesomely, to emancipate themselves from childhood dependence on their parents. Don't mistake crushes for sexual infatuation which they look like but are not. Don't reject the child but live the role of a wise parent substitute. You can strengthen the child tremendously.)
13. Be just and very fair. Put yourself in the pupil's place. A Golden Rule is: What shape would you be in without sleep, food, or security?
14. Be consistent with discipline--use praise whenever possible.
15. Develop idea that teachers are not policeman. Pupils must learn to control themselves. Teachers will help.
16. In disciplinary situations suspend your judgment, often be impersonal, sometimes even coldly nonchalant. It is not necessary to settle every case. You are dealing with the psychology, not the logic of the situation.
17. Let each pupil begin each day with a clean slate.
18. Say so when you are in error, even be ready to apologize--but not be apologetic.
19. Be enthusiastic about your work, and it will kindle responses in your pupils.
20. Do nothing yourself that you can get pupils to do, even though they do it less effectively; the schooling is for them, they like to help.
21. Let pupils help state class and school standards and reason for the rules.
22. Have any needed evaluation periods to see if standards are correctly stated, understood, and obeyed.
23. Encourage, not scold, when pupils do poorly. There is usually something you can find to compliment, even a sharp pencil or well-combed hair. (Use this judiciously - to bolster the one who needs it. Setting up

## TECHNIQUES FOR CLASSROOM CONTROL - continued

students as examples of virtues is practiced widely and indiscriminately. Other students may take this as favoritism and as evidence that they are "no good.")

24. Call attention now and again to good workers and their habits. (Go easy.)
25. Try never to become angry; too active adrenals mean mental confusion. Lower your voice, grow impressive, but avoid a scene; after all, it is a professional, not a personal matter. (Still, in line with the importance of being natural, spontaneous and "oneself", show at times that you are disgusted or plain mad; then get over it and show strength in being able to be objective about the whole incident and the child.)
26. Do everything that you can to build up the ego of each pupil; jobs, honors, a kindly compliment, a smile--all count more in the pupils' lives than we realize.
27. Talk with the pupil about his difficulties. Help him to see that his behavior is against his best interest. Help him to work out a plan to help him improve his behavior, letting him know you will help.
28. Use your voice effectively; it can soothe when lowered; create enthusiasm when the tones are rich and the range of pitch is wide; it can accentuate bedlam when it tries to out shout it.
29. Every once in a while do something for the class yourself with an air that you are happy to please them. Read to them, show them a clipping, tell an interesting personal experiences--all to make them feel cared for.
30. Try to avoid creating situations where pupils have to lie; above all, let them save face when you know they are in a tight spot.
31. Create a "learning emergency" in which you share a problem with pupils; they like nothing better, e.g., "What shall we do about this?"
32. Teach them something, they really want it. Have something ready for them.
33. Make an interesting environment of the room with the help of the pupils. Have good magazines about, books with attractive jackets, pictures, flowers, etc.
34. Help students develop pride in their room and grade.
35. Take away privilege of any pupil who cannot help you and students to have a nice room. "If he cannot help, he does not deserve the same nice things planned for the other students." (We have to be very careful here: so-called privileges are usually additional educational experiences for children or morale builders. If the child abuses equipment or learning in a social situation, he should experience the consequences of this abuse and be denied the use of the equipment or the privilege of working or playing or being with people whose work or enjoyment he ruins. Loss of a privilege should be a logical outcome of a child's conduct rather than a vengeful act, rationalized by the adult.)

TECHNIQUES FOR CLASSROOM CONTROL - continued

36. Discuss problems with pupils, but never "lecture." See how little you can talk out loud to the whole class. Get in your "licks" by talking quietly to individuals.
37. Some students misbehave because they are sick, tired, or upset. Have the nurse or visiting teacher check them.
38. Keep the pupil after school to make up time he has wasted. Teach him the value of time. Discuss his problem with him--get to know him. Have him finish any work left undone. Do not assign additional work--"This may make him hate all school work assignments."
39. When you are uncertain what to do about a class situation or an individual case, simply ask yourself what common sense would suggest. You will be surprised at the simplicity of the solutions.
40. Let pupils know by your relaxed attitude that you expect them to be good--never disorderly.
41. Class officers for a room give it a feeling of "togetherness."
42. Always wait for the groups to begin their work before going to another group.
43. When you give directions, let them be clear and concise; say them aloud distinctly, while you look into a selection of pupils' eyes; write them out, underlining with chalk the parts to be noted particularly; then ask several pupils to tell what they mean. Take nothing for granted. Above all, ask, "And why are we doing this?" If there is no intelligent answer, select a different task.
44. Encourage pupils to have a library book to fill in spare moments or to relieve the strain of working too long on one thing.
45. Have your own plans ready so the class can begin immediately. Never tie yourself up by having to put material on the board during class time.
46. Let students know you check their work. Have them take corrected papers home.
47. If a new class states "a revolt in a tea cup", sit down with them; drop your own book; laugh with them and say you get paid for it. Take the matter lightly in stride and they will soon swear by you--better than glaring and fear. Keep "twenty jumps" ahead of the students.
48. Make a check list of disciplinary measures that should be exhausted before sending the "case" pupil to the office.

## TO THE TEACHER AIDE

### Some Specific Suggestions

1. Learn the names of pupils immediately (make yourself a seating chart).
2. Learn as much about each pupil as quickly as possible.
3. Get acquainted with pupils as quickly as possible.
4. Lend personal assistance to pupils wherever possible.
5. Consult often with the teacher as to how you can help.
6. Give encouragement to pupils wherever and whenever you can.
7. Praise pupils' efforts and successes.
8. Be patient in dealing with pupils.
9. Become familiar with the building, grounds, personnel and life of the school.
10. Learn the routine of the school day.
11. Get acquainted immediately with emergency procedure.
12. Learn the location, use, and operation of equipment.
13. Get acquainted with school policy as it applies to you and your work.
14. Learn the routines of lighting, ventilation, and custodial service.
15. Assume responsibility with teachers' permission for calendars, books, etc.
16. Practice observing in a meaningful way every chance you get.
17. Inform the teachers with whom you work of any special talents, interests and of special experiences you have had.
18. Watch carefully how the teacher deals with pupils and directs.
19. Exchange telephone numbers with your teacher.
20. Get acquainted with other staff members.
21. Be mature in your conduct and demonstrate that you are a responsible person.
22. Ask for clarification when you do not understand an assignment or suggestion.
23. Be on time and leave at an appropriate time.

The foregoing suggestions are equally applicable to all levels. Aides should be encouraged to follow these suggestions carefully.

TO THE TEACHER AIDE  
"For You To Find Out"

1. What are your special and regular duties?
2. What records are you responsible for keeping?
3. What special services are available to the classroom and the school in which you work?
4. What schedules are you responsible for following?
5. What emergency provisions apply to your situations?
6. When do pupils come? When do they leave?
7. Where and when will the pupils in your classroom play?
8. What are the most significant playground regulations?
9. For what lunchtime activities will you be responsible?
10. Where are the supplies kept and how are they obtained?
11. What equipment is available and how is it obtained?
12. Where are the special rooms and facilities in your school?
13. Are you responsible for recording your own attendance? If so, how?
14. What is the line of communication and authority you are to follow?
15. Who has priority on your time?
16. If you are responsible for working with more than one teacher, how is your time divided?
17. What pupil records are available to you?
18. To whom should you direct questions concerning school policy?
19. With whom should you discuss a problem concerning relationships?
20. What should be your response in case a parent brings what you consider to be a valid criticism of a teacher with whom you are working?
21. What is expected of you in terms of pupil discipline?
22. Does your teacher wish you to volunteer when you think you can help?
23. What course should you follow if you feel that you do not have enough to do?
24. What course should you follow if you feel that you have too much to do?
25. How does your teacher view the teacher-aide relationship?

Certainly not all of the above items apply to all levels of educations. Some of them do not apply at all to the secondary, but many do. Nor is this list all-inclusive. Matters essential to a good beginning are covered, however.

## TO THE TEACHER AND AIDE

### Assisting With Growth In Listening Ability

1. Teacher aides are often told that one of the important things that they can do in the classroom and about the school is to listen to children. Not always are they told about the importance of listening--the development of listening skills.
2. Both adults and children spend more time listening than in any other communicative activity. Children need to be taught to listen and the best place to start is by listening to them. There are also some other important reasons for listening to them, but the teaching of listening skills is a prelude to the teaching of reading and other communicational skills.
3. Children will listen to those things which give them pleasure. This is the place to start with them. Much more communication with children can be made pleasurable than is in common practice outside the school.
4. Listening effectiveness at any level is not great. Much time is wasted both in and out of school because of poor listening habits.
5. Listening can be improved through constant effort, practice, and instruction.
6. Research has indicated that more than fifty percent of school time is taken up by listening activities. People generally forget immediately as much as fifty percent of what they hear. Fifty percent of the remaining is soon forgotten.
7. Listening and speaking are directly related. Children's success in reading is directly related to speaking ability. Those with the largest vocabularies and the ability to speak in longer sentences are generally the best readers.
8. Boys are typically less proficient with oral language than girls. This may be true because of family patterns in which girls have more opportunities to communicate with adults.
9. Motivation of listening and speaking is more important than giving attention to "correct" usage.
10. Insistence upon the use of standard English expression may do more harm than good in children's language development.
11. Written communication is related directly to oral. Listening skills, therefore, contribute to writing ability. The quality of children's written communication is very closely related to their oral communication. Children who do not speak well, who speak in short sentences with limited vocabulary are generally poor writers.
12. Children can listen more attentively and be heard by the teacher or aide when in a close circle. They are more inclined to talk in such an arrangement.

TO THE TEACHER AND AIDE

Assisting With Growth In Listening Ability - continued

13. Children need to be taught to listen for many purposes. Discriminative listening can be taught through games--the tapping of partially filled bottles or glasses--dropping of coins on the floor or table--sounding of musical notes.
14. There generally needs to be some preparation for listening to a story or to an important visitor. This should personalize as much as possible what is to be heard.
15. Children's ability to communicate orally can be determined from their ability to make themselves understood by their peers.

IV. PLACEMENT

In September those trainees who successfully completed the training program were placed in classroom situations by the resource teachers and principals of the target schools. Trainees were notified of their assignment by letter.

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DR. WILLIAM J. BOLT  
DISTRICT SUPERINTENDENT



## FREMONT UNIFIED SCHOOL DISTRICT

40775 FREMONT BOULEVARD ■ FREMONT, CALIFORNIA ■ 94538

PHONE 657-2350

AREA CODE 415

September 2, 1970

This letter is to inform you that you have been employed as an ESEA Title I Instructional Aide at Grimmer School for the school year 1970-1971.

Your starting date will be Thursday, September 10, 1970. Please report to the ESEA Title I Portable at 8:00 A. M. on that day. You will be assigned to duties where the need is greatest during the first hour of school.

Your working hours will be 8:30 A. M. to 2:15 P. M. ; so please make all babysitting plans now.

We wish you much success during the school year.

Sincerely,

A handwritten signature in cursive script that reads "Kurtis J. Lile".

Kurtis J. Lile

Director  
Research & Development  
ESEA Title I

KJL:maf

56

September 2, 1970

Dear

This letter is to inform you that you have been employed as an instructional aide at Durham School for the school year 1970-1971.

Your assignment will be Room \_\_\_\_\_ with \_\_\_\_\_ as the teacher at grade level \_\_\_\_\_.

Your starting date will be Thursday, September 10, 1970. Please report to the Title I Portable at 8:00 a. m. on that day. You will not go to your classrooms during the first hour of school.

Your working hours will be 8:30 a. m. to 2:15 p. m., so please make all babysitting plans now.

We wish you much success during your school year.

Sincerely,

Kurtis J. Lile  
Title I E.S.E.A.

V. SERVICES

The Instructional Aides are used in classrooms and pull-out programs to give individualized instruction to identified students in language arts and mathematics. There are other routine duties that they perform for the teacher.

The Community Aide works with the principal, resource teacher and nurse. They are used primarily as a home-school liaison working with attendance situations and/or related home problems which affect school performance in general that arises with identified E. S. E. A. Title I "Project Growth" students. An important function of the Community Aide is working with non-English speaking and bi-lingual parents and students involved in this program.

The Community Aide is also charged with the responsibility of working closely with the school nurse, bringing to her attention identified "Project Growth" students in need of medical-dental and optical aid which has been referred to her by the classroom teachers and instructional aides. The school nurse has at her disposal organizations and service clubs that perform the function of those services whether in part or whole. If need is not met by those groups the Title I office is notified by the community aide and appropriate action may be taken.

The Reading Specialist Aides are assigned to the reading specialists in each school. They are given special training in remediation techniques and work with individuals or small groups in the language arts field.

Math Aides are assigned to the resource teacher and math specialist. They are given special training in remediation techniques in math and work with individuals or small group.

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## POSSIBLE DUTIES FOR INSTRUCTIONAL AIDES

1. Writing assignments on the board.
2. Correcting papers and workbooks -- with the children if possible.
3. Take roll and do opening exercises.
4. Dictating to pupils: trial spelling tests, writing practice, etc.
5. Reading and telling stories to groups.
6. Listen to children read aloud.
7. Reinforce skills presented by the teacher in reading and math.
8. Assist pupils in learning how to keep their room clean.
9. Copying and recording data (not more than 10 percent of total time).
10. Securing and preparing materials for special activities.
11. Assisting pupil groups or committees in special activities.
12. Operating audio-visual machines.
13. Typing: Typing children's stories as they dictate, preparing dittos.
14. Helping individuals with their seatwork.
15. Provide instruction in reading, mathematics and language arts under teacher's direction.
16. Prepare special games, drills and other teaching aids to be used in the classroom.
17. Assist with P.E., music and folk dancing.
18. Assist with bulletin boards, room decor.
19. Work with room library - assist with book reports.
20. Help with testing program and oral examinations.
21. Help prepare student folders to go home.
22. Assist in the responsibility for notes that are to go home.
23. Administer minor first aid.

## DUTIES OF COMMUNITY AIDE

(For Identified Students)

1. Lunches (Reduced and free)
  - a. Meet with parents regarding free lunch program;
  - b. Fill out necessary sheets for cafeteria department for identified students;
  - c. Get reports from teachers and aides about those children who do not have food for lunch, lacking breakfast and do a follow-up.
  
2. Attendance
  - a. Keep attendance check on identified students for school year for ESEA Title I;
  - b. Call parent about absentees and tardiness;
  - c. Send letters to parents after fourth tardiness;
  - d. Do record keeping of tardinesses;
  - e. Send letter at end of year to alert parents of total tardinesses.
  
3. Health
  - a. Assist in first-aid treatment;
  - b. Contact parents when child is ill or has had accident;
  - c. Take children and parents to doctors if necessary;
  - d. Interpret for Spanish speaking parents about reports from doctors or seeking information from doctors.
  
4. Clerical Work
  - a. Prepare dittos for teacher, resource teacher and principal;
  - b. Type minutes of target school advisory board;
  - c. Correct tests;
  - d. Prepare information for diagnostic profiles;
  - e. Tally survey sheets;
  - f. Inventory;
  - g. Filing;
  - h. Prepare identified students' list;
  - i. Give tests to children of Spanish speaking homes.
  
5. Community Work
  - a. Attend all Advisory Board meetings, target school and district;
  - b. Work with parents' groups on fund raising;
  - c. Call and visit parents about Advisory Board and school activities;
  - d. Explain ESEA Title I, "Project Growth" to parents'
  - e. Attend all inservice meetings;
  - f. Help in enrollment of new students;
  - g. Assist people who are in need of clothes, food and/or housing;
  - h. Listen to children's problems; listen to Aides' problems; listen to parents' problems.

## VI. RESOURCE TEACHERS' RESPONSIBILITIES

The resource teachers are responsible for the supervision of the total program in each target school under the direction of the project director and the target school principal. They also work as liaison officers between the district office and school. They work closely with the building principal to assure success of the program. Major areas of responsibility and specific job targets are:

- I. Supervision of Instructional Aides
  - a. Classroom visitations
  - b. Placement of aides
  - c. Weekly Inservice meetings
  - d. Evaluation of aides
  - e. Check lesson plans of aides
  
- II. Instruction
  - a. Teach demonstration groups in math, reading
  - b. Take classes to relieve teachers for classroom visitation
  - c. Assist in the planning and supervision of the Title I summer school
  - d. Inservice training of teachers in math and language arts.
  
- III. Testing
  - a. Test identified students' achievement - pre and post for evaluation
  - b. Correct and record tests
  - c. Test children for placement . . . .
  
- IV. Guidance
  - a. Confer with parents) discipline, health, attendance, emotional
  - b. Confer with children) adjustment
  - c. Home visits
  - d. Consulting with public agencies
  
- V. Administration
  - a. Assist principal
  - b. Programming, special scheduling
  - c. Assist project director
  
- VI. Special Services
  - a. Assist with free lunch program
  - b. Assist with procuring clothing and medical care for families
  
- VII. Organization (District level)
  - a. Assist director in preparation of federal grant (school input)
    1. Budget for Title I funds
    2. Expenditure of Title I funds
    3. Prepare forms
    4. Reports
    5. Documents
    6. Newspaper articles
    7. Evaluate Title I program

## VII. INSERVICE MEETINGS

The resource teacher holds weekly inservice meetings for the Instructional Aides so that their education is on-going. The following illustrate the kinds of workshops held in Fremont Unified School District for the E.S.E.A. Title I program.

### A. Resource Teachers

1. Teaching Techniques for special or unusual situations
2. Positive approach to discipline
3. Reviewing new materials and learning how to use them
4. Bulletin board ideas
5. Films, educationally oriented
6. Music, how to teach music, necessary variations
7. Language arts, "Words in Color," poetry
8. Science, showing aides materials available and how to use them
9. Current interests or needs to the aides
10. Preparing special teaching materials

### B. Math Specialist

1. Teaching the aides mathematics so they understand what they are teaching

### C. Reading Specialist

1. Work with the instructional aides on remedial procedures, machines, ideas of games

### D. Psychologist

1. Child development, classroom behavior

### E. Art Specialist

1. Art ideas, art appreciation, materials

### F. Speech Therapist

1. Early diagnosis and treatment of speech problems

### G. Building Principals

1. Professionalism

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## RAINY DAY AND COLD WEATHER PROGRAMS

This bulletin is intended to be a working manuscript for the workshop. The games are not completely described because we desire to try them. If a game or relay proved usable, it will be included in a regular course of study bulletin later. Suggestions for additional games or relays will be welcomed.

The purpose of this bulletin is to suggest games and methods of organization that may be of use to elementary teachers during inclement weather. In order that the physical education program may be continued on wet days, the attached games, relays and plans are suggested in order to give relaxation periods during the day and to serve as a guide for periods of "Play for Fun" in a constructive manner.

### A. GENERAL SUGGESTIONS TO TEACHERS

#### 1. Equipment

Be certain that you have the correct equipment for any games or relays that are to be presented. Suggestions: A committee of children or an individual could be given this responsibility. It also assists in their training.

#### 2. Atmosphere

Should be in the "Spirit of Fun and Challenge." Forced participation has no place in games and relays. In presenting games think them through thoroughly and like them yourself. Children must have time to think, too. Pursue the course of subdued action, let them have fun without disturbing others.

#### 3. Voice

Directions should be given in low and clear tones. Give words and actions slowly. Use the whistle sparingly, and only to change places, directions, or to stop a game. One short "toot" is sufficient. In a room a spoken word is enough.

#### 4. Attention

Wait for natural pauses. Give rules briefly in a clear voice. Don't talk too much. Demonstrate and dramatize. People learn best by seeing. Play games for FUN. Have fun even with mistakes. Games should always be stopped before interest lags.

#### 5. Length of Periods

Twenty to twenty-five minutes, or a regular physical education allotment is sufficient time for these fun periods.



B. CLASSROOM GAMES

1. Snatch - Players seated or standing on either side of room. A ball, eraser, or any object is placed in a circle, or on a chair in center of the front or rear of room. A small chalk circle is drawn on either side of room. On leader's call of "Go", first person in either line, standing in circle, runs forward and attempts to snatch object and return to his circle. If successful, he scores 2 points. If tagged, other side scores one. Each person in turn gets a chance to snatch object.
2. Pass Faster - Class stands in circles of 8 to 10 with one in center to be referee. He hands an object to one, and all are told to keep the object passing in continuous circle rotation. Leader toots on whistle occasionally. One with object on "toot" has to hold one hand in air on second offense, to hold one leg, with knee bent in air, and on third offense to keep both hands and one leg in air until game stops. Don't play too long after that, and don't play over three times.
3. Hide in Sight (Dramatization) - A junior F.B.I. game. Leader will hide a piece of string (3 - 5 inches) in plain sight in the room while class have heads down and arms folded over heads. On signal they all get up to hunt. When one spies the string, he casually returns to desk to be the No. 1 Jr. F.B.I. of the room, or be leader next time. After at least 1/2 of class finds the string, show rest how easily hidden it really was.
4. Dog and Bone (Dramatization) - One player is selected to be "It" -- the dog. He is seated in a chair in the front of the room, back to class. Behind him, and on the floor, an eraser (the bone) is placed. Give children numbers to creep, in turn, and attempt to steal the "bone" without being heard by the "dog". If the dog hears, he says "Bow-wow" and child heard, sits down. If successful, he can become the dog. Teacher judges in "Bow-wow's".
5. Call Another - Class is sent around the room in a circle formation. Each is given a number from one through total of class. Each student retains the same number throughout the game. The leader begins the game by calling a number, whereupon that number must give another number before the leader counts off-- "one, two, three" (in a slow audible voice). If "number" doesn't respond with any number before the one, two, three is completed, he goes to the end of the circle line. Object is to remain at head of circle line. Don't let class repeat same numbers under penalty of being sent to tail of circle.
6. Alphabet - Make or purchase two alphabet sets on 4 x 6 cards, or 3 x 5's. Place these alphabets on separate tables in the front of room. Divide class into two groups with a leader for each. Leader gives a short word or a long one depending on spelling recognition. Each student, in turn, and only enough to spell the given word, goes up to the table, picks up his card and stands in line to spell the word. Alphabet cards are jumbled and heaped. Leader's job is to check on number coming up to spell the word, and to get them in right spelling formation. Have prearranged

## RAINY DAY PROGRAMS ~ continued

spelling list, using one letter for each word.

Variations: a. Use one person for word and have him place cards in chalk troughs.

7. Pencil Putt Golf - Each child is given a piece of paper with twenty partially written words on it. Paper would appear thus: 1. rg ; 2. ou ; 3. wh ; 4. el ; 5. bl , etc. Children attempt to write down the smallest word possible. Score is determined by adding total of the 20, and smallest score is winner. Add 5 for every failure. Words given above could be (1) large; (2) out; (3) who; (4) tell; (5) blue; or a score of 9 for the 5 words. (4) could be eel and 8 would win.
8. I See - Leader stands in front and begins game by describing some person in the room. Anyone can give name of the one being described if they are more or less certain, and if correct, be the "I see" speaker. Excellent for descriptive ideas and speaking. Game can be done by teacher giving descriptions and children can write down names.
9. Charades - Who doesn't know how to play charades, and who doesn't love the game? Teacher may have to suggest much in the beginning, but they'll catch on fast. Choose simple words with one or two syllables at first. For review, class is divided into 2 or more groups. Each group chooses a word, and acts out (in their turn) the word--a scene for every syllable. Side correctly guessing word can choose one from the acting side.  
Suggestions: boys vs girls; by rows; by teams.
10. Rocks, Scissors, Paper - Written in that order, and one is always better than the one following. Rock breaks scissors, scissors cut paper, and paper covers rock. Signs for the three are: rock - a closed fist; scissors - two fingers outstretched; and paper - an open hand. The game is competitive. Two lines facing each other. To begin, the first person in each line says "one-two-three" bring one hand down upon the open palm of the other. On the "three" they place the moving hand into position to represent rock, scissors, or paper. They compare. If alike, repeat. If one betters the other, the loser retires to seat or to end of line. Game can be done with two lines facing each other in pairs and tapping each other on wrist if the loser. When two lines compete individually, every 1/2 minute move one line one person forward, to get a new opponent.
11. Simon Says - Leader has class go through various tactics, exercises, etc., and no one in class is to perform command unless directed first by "Simon Says".
12. Do This, Do That - As above, only a little more complicated. Class follows always on "Do This"; never on "Do That".

RAINY DAY PROGRAMS - continued

13. Twirling Act or Status - A number of students are placed in front of room. Each, in turn, is taken by right hand, pulled forward, or turned around by shoulders once, and that person pulled or turned assumes a position either from his own ingenuity or as told. Winner is selected by rest of class.
14. Categories - Prepare a paper as diagrammed. The down line can be any 4-lettered word; the titles at top can always be changed.

	A name	A city	An animal	A flower
F				
R				
E				
D				

In this case each student writes down a name beginning with F, then a city, an animal, and a flower. He does the same for the R, the E, and the D. After a time signal, one person can give what he has written. If no other person has the same, he scores 5 points on that one, and so on. Have youngsters cross out similar words they have with others.

15. Art-Word Game - Divide the class into two teams, or have each row as a team. The teacher is the leader. The first person (anyone selected to be the first) for each team comes up to the teacher. She gives him a word quietly so that he class cannot hear. These youngsters go up to the front board and draw a picture to represent their word. Teacher can call for word from contestants, and correct answer gives one point for the side.
16. Time - The teacher calls two pupils to the front of the room and has each one whisper to her the name of a fruit. For instance, they say "apples and pears". They then agree upon a certain hour or half-hour or quarter-hour of the day. The teacher then asks each pupil in turn to guess the hour. When guesser is correct, the teacher then asks, "which do you like better--apples or pears?" The answer determines which side they will be on. Play until all children are on one side or the other. If the guesser says "pears" then he comes up to the front and becomes leader, while the other still remains as leader. Always have youngster choose different fruit each time.
17. Buzz Hide in Sight - While one of the pupils, the "Hunter" is out of the room, a small object such as a coin or rubber eraser or string is hidden in full view in the room. The Hunter is asked to return to find the object. As the Hunter conducts his search, the pupils buzz to tell him whether he is "hot" (near) or "cold" (far away), buzzing louder or softer as he approaches or goes away from object. When found he chooses the next Hunter. Instead of buzzing, the youngsters can clap, or sing, or hum--the latter is the best.

## RAINY DAY PROGRAMS

18. Ring on a String - Form the class in a rather compact circle with no more than six inches between players. Place a ring on a string and have all members of the class grasp the string. The chosen "It" player goes to the center of the circle, closes his eyes for a short period so players get the ring started. When he opens his eyes he attempts to find the ring while the children pass it along by sliding their hands back and forth in the passing. When "It" locates the ring, he exchanges places with the one who had the ring hidden under his hand. If rules are needed, you can apply "Halt" to stop the ring while the "It" makes a guess, and then "Pass" if he is not successful. Or 3 guesses, and one with ring at that time becomes "It".

### C. INDOOR RELAYS

To begin, select the easiest manner possible to arrange children in a relay formation. Some relays are best when done by two groups, provided there is enough action. The ideal grouping is 4, 5 to 6 lines, or depending upon seating of room or number of aisles.

Variations can usually be employed. For instance, run one time, then hop either foot, or hop both feet, skip backwards, run sideways, or by pairs and use previous suggestions. In handling objects during a relay, one can specify hand positions as both hands, left hand, right hand, one hand behind back, all in line hold left or right hand and pass with other.

Identify the winning line when they are in an ATTENTION position, or a given position. Demonstrate as: feet together, hands by side, and stand tall. With object relays determine final spot and position of object. With 3 or more relay lines there are many methods of having children seek positions besides being winner. One is to assign points as in the track score--5 for first place, 3 for second, 1 for third. Another suggestion, and one well worth your attention, is to force penalties on all teams other than first. Losers must pay a penalty. Doing a run, a stunt, or exercise, adds to their interest and fun. Or you can have several relays and add points until close of play. Team with lowest points must pay a penalty. This tends to develop a keen interest in what's to happen instead of the proverbial statement, "We won". Sample penalties: (a) for outdoors run and touch some object, a particular colored object, or around some point; (b) for indoors, do some fast exercises that require action and thought. This adds to the FUN theme.

A definite finish position should always be designated. Referee should always be chosen to help judge. These are the extras when even numbers cannot be arranged. Care should be exercised to give all children a chance to act as an official-referee, scorer, or assistant with equipment. Many skills of games may be improved through the use of relays. Some examples of relays follow:

## RAINY DAY PROGRAMS

1. With erasers:
  - a) on head
  - b) on shoulder
  - c) on elbow
  - d) on top of closed fistMoving distance--around their aisle. Eraser is picked up by one in back. No steps with eraser not in position.
2. With buttons: Stand in line, pass several buttons
  - a) using left hand, only
  - b) using right hand, only
  - c) have line hold left hands
  - d) have line hold right hands
  - e) cup hands and pass
3. With ropes:
  - a) skipping in place--1, 2, 3, 4, 5 times
  - b) skip left foot
  - c) skip right foot
  - d) skip backwards
  - e) skip alternate feet

(Done in front or rear of room)

4. With twine: use a ball of twine for each line. Object of relay is to roll twine on stick. Call for "change" every so often, pupil at end of line comes to head of line and holds twine while last one reels. Continue changing until all have had chance to roll twine.
5. With pencil and paper:
  - a) Give leader at first desk in each row a paper and pencil. No. 1 writes down the number teacher gives him as she writes it on board. Then hand paper to No. 2, No. 2 writes down number she assigns, adds, and passes on paper, and so on, to end of line. Last person stands when finished. If not correct answer, then next line is asked until the right answer is given. No points if not correct answer.
  - b) Each pupil, in turn, draws one portion of a picture. Say, a horse. One draws body, next the neck, or tail, or legs, or foot. Team finishing first, places paper on desk for best cartoon or best picture.
  - c) Telegram Relay. First one writes title, next one writes first word, and so on, one word each, until last person finishes and stands. Telegrams are read, in turn, and winner declared by best completed thought.
6. Around the Horn Relays - In this type each contestant in the line is standing, all facing one direction with shoulders touching while object or objects are being passed. After object goes to end of line and is to be returned to starter, the line does an "about-face". In other words, face right while object goes down the line, and left as it returns. For the finish position, object is always held high above head by last contestant, others in "attention."

- a) Pass object from one to six times in completed round trips.
- b) Use right hand only, or left, or both hands together,
- c) Have several objects to be passed, each for one circuit.
- d) Using aisles and having first and last desks as storage space, employ several objects--balls, blocks or wood, erasers, chalk, etc. Never any sharp instrument to cut or pierce player.
- e) Passing four cards held in fingers before passing to next. Variations--use several colors of cards, or a full deck of cards and 4 teams, each line passing one suit as diamonds, hearts, spades, etc.

D. OUTDOOR or AUDITORIUM TYPE GAMES for PLAY DURING INCLEMENT WEATHER

1. Games

- a) Flowers and the Wind Divide class into 2 groups and play in basketball court. Groups line up facing each other with their home base line the opposite ends of basketball court. Each group gets into a huddle and all select the name of a flower. Teacher appoints one group as the wind, the other as the flower. The two groups now face each other across center of court. When the "wind" line calls out the name of the flower opposite line has chosen, they turn and run to base line, attempting to get there before being tagged by wind line. If tagged, they go to the "wind" side. Then reverse groups--wind to flowers, and opposite side does the "calling". Play about 3 times for each line. Winner is determined by members having least of their players on the opposite side.
- b) Black and White (3) Good idea to choose the two school colors. Same line-up as above. Designate one line as white, one line as black (same colors). Have a small block painted black on one side and white on the other. Toss block in air, and when it rests on ground with color up, that side runs to home base line and other side attempts to tag them. If tagged, they come to new side. Play for about six tosses. Winner has more members than opponents.
- c) Water Sprite (3) Two lines 40 feet apart, with one "it" midway of two lines. "It" calls out 2 names and they are to run forward and attempt to join together without being tagged by "it". If "it" is successful, the third person goes to center to call the next two names.
- d) Last Couple Out Line class as in couple position, with an "it" out in front. "It" calls out "Last couple out" as he stands at head of line, facing forward. When he sees the couple alongside, he can run and attempt to tag one. If successful, he couples up. Loser becomes caller. Play in basketball court area as a confining space. Successful ones can line up in that position to march to room.
- e) Fox and Squirrel (3) Children get in circles of four, with one of them going to center. Use two as "fox" and "squirrel". The fox attempts to tag the "squirrel". "Squirrel" can dart in any

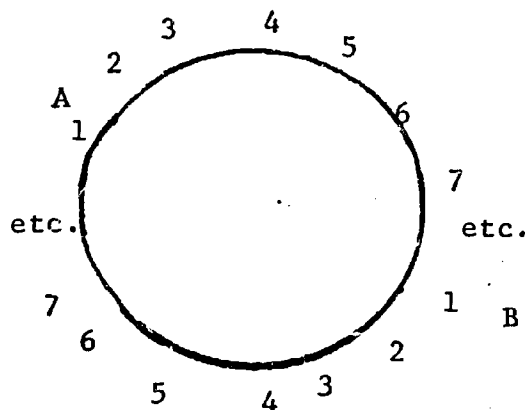


circle and one or more then runs as "fox" chases him. Play in a confined area, and progress of game depends on rapid changing of "squirrels", not on long runs. If "fox" catches "squirrel", then they reverse names and continue. Play long enough to have circles change so all have a chance at being a "squirrel" or "fox".

- f) Meet at the Switch (3) Circle of players with one as "it" on outside. He walks around circle, tags one. They run in opposite directions and upon meeting, perform some stunt, such as pumping right hands 3 times, or clapping. They then continue until one gets into vacant spot. Loser continues as before.
- g) Center Touch Ball - Circle of players. One ball is placed in the center. Choose one player to be "It". This player takes the ball and throws it to another player. The player receiving it must replace the ball in the center of the circle, and then attempts to tag "It" before the latter can touch the ball. Either player may run around or through the circle. If "It" touches ball before being caught, he may be "It" again; otherwise there's a new "It".
- h) Caboose or Come Along - Circle of players, facing clockwise, arms akimbo, each standing on an X on floor or playground, one is chosen to be "It". He walks around outside of circle and picks up a player to "Come Along". Continue until 5 are picked up, or a short toot on whistle sounds, whereupon all scamper for an X--only one or two X's have (X) circled by leader while they are "coming along". Send losers to a "prison area".
- i) Lock Arm Tag - Class in 2's. Inside arms locked together, outside hand on hip. One player is chosen as "It", one as chaser. Chaser runs after "It" and attempts to tag him before he hooks an arm. Third party then is chased.
- j) Snatch Club Ball - Name positions as in Bat Ball. Play game the same, only the runner does not go around a post. He picks up an Indian Club from a circle and returns with it to home base. Circle should be placed about 30-40 feet from home base or line. Use a bounce ball or volleyball.
- k) Circle Stride Ball - Players in a circle, all numbered, with one as "It" in the center. Circle of players stand with legs well apart, and feet touching next door neighbor's. Center player attempts to roll ball outside circle as players attempt to keep it in. Player letting ball roll out must go to last spot of circle. As children learn game better, use 2 balls.
- l) Ball Snatch - Two lines of players on either side-line of a basketball court. Place ball in center circle. On word "run", the two players at either end, nearest the line of court, run forward, attempt to get ball and carry it to the free throw line without being tagged. Two points if successful, one point for opposite side if they tag person with ball before touching line.

2. Relays (outdoors or auditorium)

- a) Run and Catch - Players in line formation, No. 1 runs forward with a ball in hand to a distance about 40 feet, where a net or line is held high enough for youngsters to duck under. Player must toss ball over line, catch it on other side, and then return ball to next player. If ball is missed, he must toss it again and again (3 times in all) before returning successfully.
- b) Indian Club Relay - Changing club from one circle to the other before returning to tag next runner. A ball, bag, or block of wood can be used instead of club.
- c) Rope Skip - Use same as Indoors suggestions.
- d) Cross the River - Players have another base line 30-40 feet distant. No. 1 takes No. 2 by hand and runs across to opposite base. No. 1 tags. No. 2 returns, picks up No. 3, and takes No. 3 across the river. No. 2 stays, and No. 3 returns and so on, until all are across the river.
- e) Stop and Stretch - Line formation, with arms' distance space apart. No. 1 takes ball, raises it over head, and drops it back. No. 2 picks it up, then overhead, and drops ball and so on for each until 1st person raises ball over head to finish. Another relay to bring ball forward by raising ball over head of person in front, and dropping it.
- f) Bounce Against Wall - Line formation 20 feet away from handball court. No. 1 runs forward, bounces ball against wall three times or more, then returns with ball to No. 2 who continues relay. It makes no difference if ball is a hand, volley, tennis, bounce, soocor, or basketball--it adds zest to relay to have variety of balls. Change ball with lines after each race.
- g) Hitting Target on Handball Court - Same position as bounce vs wall relay. Draw a foot square target on wall. Run up to a mark 5 feet away and hit target before returning with ball to the next runner. One can vary relay by having one target for 4 lines.
- h) Circle Relay - Two teams placing a number on circle for each numbered player. Leader calls number and players run outside and around circle to get back. "Attention position" first counts a point.





RAINY DAY PROGRAMS - continued

E. SAMPLE PROGRAMS

Following suggestions take up about 25 minutes, or a regular physical situation period. They are given as aids in planning. Your criticisms and suggestions as to games and relays are most welcome.

1. Indoor

A	B	C	D
Snatch	Pass Faster	Hide in Sight	Call Another
Dog and Bone	Rock-Scissors-Paper	I See	Charades
Categories	Alphabet	Eraser Relays	Pencil-Paper-Relays
Rope Relays	Button Relays	Twirl Act	Simon Says

2. Outdoor

A	B	C
Water Sprite	Flowers & Wind	Black & White
Last Couple Out	Fox & Squirrel	Meet at Switch
Ball Snatch	Lock Arm Tag	Caboose
Run & Catch Relay	Cross River Relay	Stop & Stretch Relay
Rope Skip	Indian Club Relay	Bounce vs Wall Relay

3. Auditorium

Snatch Club Ball  
Circle Stride Ball  
Ball Bouncing Relays  
Around the Horn Relays

## ACTIVE GAMES - PRIMARY GRADES

PASS AND COUNT A rubber ball about five inches in diameter may be used for the game. Form a single circle, facing the center with wide spaces between the players. The object is to pass the ball from player to player, stopping it at a designated number.

The leader calls any number from one to ten. The players pass the ball around the circle, counting passes aloud. When the designated number is reached, the child holding the ball raises it overhead and becomes the leader. If the ball is dropped, the counting must begin again, starting with the next player. Passing may be clockwise or counterclockwise.

SQUIRRELS IN TREES The players join hands forming groups of three or more. The groups represent hollow trees. In each Tree stands an extra player who is a Squirrel. There are two extra players (Squirrels) without trees. The extra Squirrels are to try to secure places in Trees.

At a given signal, by the teacher or a leader, all Squirrels must change places. Two Squirrels must not occupy one Tree at the same time.

The children who form Trees should change places with the Squirrels so that all may have turns at being Squirrels. After the game is learned additional squirrels without trees may be used.

SKIP TAG All players form a single circle and face the center. Each extends one hand forward. One player, the skipper, is inside the circle. The skipper is to try to reach the place left vacant by the tagged player.

The skipper skips around inside of the circle, touching the hand of one of the other players. The player who is tagged skips after the skipper, attempting to tag him. If the skipper reaches a vacant space, he remains there and lets the other player become the skipper. If the chaser tags the skipper before the vacant space is reached, the chaser returns to his own place, the skipper then remains in the center.

SEESAW Three children compose the seesaw and riders. The center child standing with arms stretched outward, is the plank. The two outer players, each holding with both hands to the "plank" (center child's hands) are the riders. The center player bends to the right. The rider stands on tiptoes. Then the right hand rider stands on tiptoes while the one on the left bends his knees. The movement continues as long as desired. The players may change positions. There may be a number of SEESAWS going at one time.

CHASE THE ANIMAL AROUND THE CIRCLE Use bean bags or small objects. Form single circle facing center. Give animal names to the objects to add interest; one player is the Starter. The Starter passes the first object to the player on his right and it is passed on by each player in the circle. When the object starts around again, the Starter passes a second object to try to catch the object ahead. Any object caught is eliminated.

Several articles may be passed or the direction of the passing may be changed on signal.

## ACTIVE GAMES FOR PRIMARY - continued

COME WITH ME Circle formation - each marks his spot with an X. The leader moves around the inside of the circle, stops in front of a player and says: "Come with me." He does this to several players. These players who are directed to "come" fall in line in back of the Leader with their hands on the shoulders of the one in front. When the Leader has several players behind him, he calls: "Go home." All the players, including the Leader, run to find an empty place. The one who cannot find a place becomes the next leader.

I SAW Players stand anywhere in a given area. One player is "Leader." The Leader marches around and stops in front of a player and asks: "What did you see?" The player names some action he and the others can imitate: for example, "I saw a frog hopping." The Leader then performs the action and the others follow. Another player is then chosen Leader.

Instead of answering the Leader's question "What did you see?" the player may imitate an action. Whoever guesses the action first is the next Leader.

TRAIN Players are scattered around the play area. Each has been given the name of a car of a train such as: Engine, Coal Car, Caboose, etc. The Engineer stands in front of the group. The Engineer calls Engine first. The Players with this name all run to him and face the group. As the other cars are called, these players hook on. When all the players have formed the trains, the Engineer calls "toot-toot" and all the trains start.

JOHNNY-JUMP-UPS Players scatter about the play area and take a squat position. One player is Leader. The object of this game is to see whether the boys or the girls are quicker in their reactions and more accurate. The Leader claps his hands once, the boys jump up; claps twice, the girls jump up; claps three times, all jump up. Everytime a boy jumps up when he should be down, one point is scored by the girls, and vice-versa.

BEAN BAG RING TOSS Choose teams of 8 players and give each 1 bean bag. Teams line up in single file behind a starting line. A circle, about 18 inches in diameter is drawn 10 ft. in front of each line. First player in each line tries to throw the bean bag into the circle. If he succeeds, he scores a point for his team. After the first player has had his turn, he throws the bean bag back to the next player. He remains in back of the circle and recovers the bean bag after each player throws it.

CIRCLE STRIDE BALL Use a large rubber ball. Form a single circle facing center. Players stand in stride position so that their feet touch the feet of the player next to them. One player is "it" and stands in the center of the circle. "It" tries to throw or roll the ball between the legs of the players. The players may not move their feet, but may use their hands to try and stop the ball.

If "it" gets the ball through a player's legs, he changes places with that player and the game continues.

NUMBER RACE Use an empty quart size milk carton and stand it up in a 6 inch diameter circle in front of each team. Teams are seated in single file behind a starting line. The players are numbered consecutively starting with "one". The distance to the milk carton depends on the playing space.

## ACTIVE GAMES FOR PRIMARY - continued

The leader calls a number and the player on each team with that number stands, runs forward around the milk carton and then back around the end of his line, returning to his place and sitting down. The first player to return to his seat scores a point for his team. If a carton is knocked down, the player must stand it up in the circle before continuing his run.

RING CALL Players form a circle with one in the center who holds a bean bag. The center player throws the bean bag in the air, at the same time calling the name of one of the circle players. The one called must run and catch the bag before it hits the floor. If he catches it, he returns to the circle. If he does not catch it, he changes places with the thrower.

DOG AND RABBIT The players sit in their seats facing toward the aisles, so that each two adjacent lines have their feet in the same aisle and facing each other. The game consists in passing or tossing some object, such as a bean bag, called the Rabbit, from one player across the aisle to another and back again, zigzagging down each aisle. This object is followed by a second object, the Dog. The players aim to have the Dog overtake the Rabbit before the end of the line is reached.

CATCHING BUTTERFLIES The players form a circle. Four couples are selected to be the net, one at the front of the room, another in the back of the room, and one couple at each side of the room.

The children forming each net join hands to make an arch so that the remaining players, the Butterflies, may pass under their extended arms. At a given signal, the Butterflies walk quickly around the circle and under the Nets. All Nets keep their arms raised until the teacher or pupil leader blows a whistle or gives a signal which has been decided upon. Then the Nets drop their arms, and any player who is caught in the Net must stand in the center of the circle.

When two players are caught, they join hands and form another Net. The game proceeds until only one Butterfly remains. He may then become the leader.

## STUNTS FOR PRIMARY GRADES

FULL SQUAT Stand with the heels six (6) inches apart, toes out and the hands extended out in front. The back should be straight. Do as many full squats as possible.

STANDING BROAD JUMP (Grades 2 and 3) The performer stands with both feet facing a line. By rocking back and forth and swinging his arms he prepares to jump. He takes off with both feet and lands on the balls of both his feet with the knees bent. Measure the distance.

WALK A STRAIGHT LINE Measure off a straight line twenty to thirty feet long. The performer must walk the distance and keep a foot on the line at all times.

FOLDED ARM STAND The child stands in one spot, feet together with arms folded for 10 to 20 seconds.

## RELAYS FOR PRIMARY GRADES - continued

Teacher should count out the seconds and as children sway, move arms, etc., they should remember the number just called and put it down.

HOPPING The child starts with both feet together.

He makes 10 consecutive hops. If not, put down as many as he can do.

## RELAYS FOR PRIMARY GRADES

BEAN BAG BALANCE RELAY Two or more lines of players stand behind a starting line. At a signal, the first player in each line places a bean bag on his head and folds his arms behind his back. He walks forward to a designated goal, goes around it, returns to his line, and gives the bean bag to the next player. He then goes to the end of the line. The first team to have all its players make the round trip wins the game. If the bag drops, the player must pick it up and put it back on his head before he continues.

REAR WALK RELAY Two or more lines of players stand behind a starting line. At a signal the first player on each team bends his knees slightly, leans over from the waist and touches the floor with his hands. In this position, he walks forward to a goal moving the right hand and the left foot, etc. When the goal is reached, he stands up and runs back to place. The team finishing first wins.

HOPPING RELAY Several lines of players stand behind a starting line. At a signal the first player from each line hops to a goal and runs back to tag the next in line. The team finishing first wins.

1. Hop on right foot to the goal, and hop on left foot back to place.
2. Hop to the goal on both feet and run back to place.

LAME DOG RELAY Several lines of players stand behind a starting line. At a signal bend the knees, reach forward and place the hands on the floor. Lift the right leg from the floor and move forward on the hands and left foot to the goal and run back to tag the next in line. The team finishing first wins.

OBJECT PASS RELAY Use an assortment of objects (chalk, bean bag, eraser, etc.) for each team. Teams are in single file behind a starting line. A circle is drawn several feet in front of each line and the objects are placed in the circle. A circle is also drawn several feet behind each line. At a signal, the first player in each line runs forward and picks up one object, returns to his place and passes it down the line. When the last player receives the object, he runs and places it in the circle behind him. As soon as the first player has started the object down the line, he gets another object, etc. The team which has all the objects in the circle behind the line first wins.

## SELF-TESTING ACTIVITIES FOR PRIMARY GRADES

### WICKET WALK

Have pupils bend from the waist keeping the knees straight and place hands on the floor. Move forward a specified distance in this position.

### RISING SUN

Have pupils assume a sitting position on the floor with the knees as close to the chest as possible and feet flat on the floor. Clasp the arms around the legs and with a rocking motion forward and back come to a standing position. The arms or hands should not be used to help.

### INDIAN SQUAT

Have pupils fold the arms across the chest, cross the feet and slowly bend the knees until a sitting position is reached. Come to a standing position without uncrossing the feet or unfolding the arms.

### CORKSCREW

Have pupils stand with the feet a few inches apart. Place a piece of chalk close to the outside of the right foot. Pass the left hand across in front of the body, around the outside of the right leg, forward between the legs, then around in front of the right leg and pick up the chalk.

It is permissible to lift the heels from the floor but do not move the feet.

### COFFEE GRINDER

Have pupils place one hand on the floor, keep the elbow straight. The body is in a slanting position with the legs straight. Walk around using the hand on the floor as a pivot. The other arm may be held upright or place the hand on the hip.

## ACTIVE GAMES - INTERMEDIATE GRADES

### PING PONG BALL RACE

Two ping pong balls and two small spoons are needed for the game. Place balls in black board chalk trough. Choose sides, forming two lines, with players facing each other. Leave space for two players to walk side by side between the lines. First players in each line compete to see which side can take the balls to the end of the line and back first.

The first two players scoop a ball each in their spoons as quickly as possible without using the other hand to assist in getting the ball in the spoon. The next two players on opposite sides perform in the same manner until all have had turns. If the ball is dropped, the player must again scoop up unassisted and complete the distance.

### BIRDS THAT FLY

One child is the leader. The others stand near, ready to flap their arms up and down when the leader names a bird that flies. When he does not name a bird that flies, the rest must keep their arms still, even though the leader flaps his arms every time he names anything. The leader will include such names as ducks, crows, frogs, robins, owls, cows, sparrows, horses, turkeys, etc. Every child who flaps his arms when he should not, takes his seat until all are caught. The last one caught becomes a leader for the next game.

### JACK-IN-THE-BOX

This game is a variation of the old familiar game, Simon Says, but it calls for more activity. The players stand; the leader stands in front of them.

The leader says quickly, "Jack-in-the-box", and immediately stoops and rises again. The players imitate the action, but when the leader says, "Jack-out-of-the-box", at the same time stooping, the players should remain standing. Anyone who makes a mistake and stoops when the leader says, "Jack-out-of-the-box", are out of the game and sit down. The leader should speak and move rapidly and make unexpected variations in the order in which the two commands are given.

The last player to remain standing becomes the leader for the next game.

### BALLOON VOLLEYBALL

The equipment for the game consists of a large, better grade balloon and a string, preferably colored. Divide the class into two teams who face each other in a seated position. Strung between the teams, reach high, is the colored string. The game starts with one of the team batting the balloon over the net to its opponents. The object is to keep the balloon going back and forth over the net.

One point is scored whenever the balloon hits the ceiling, walls or floor, or whenever a player rises from his seat to play the ball. Eleven points constitute a game.



## ACTIVE GAMES FOR INTERMEDIATE GRADES - continued

### MILK CARTON BOWLING

The equipment consists of a soccer or volley ball and three empty milk cartons. Arrange the cartons eight inches apart in the form of a triangle.

X X X X X  
Players

0<sup>0</sup>  
0

X X X X X  
Players

0<sup>0</sup>  
0

X X X X X  
Players

0<sup>0</sup>  
0

The class may be divided into several teams. Standing behind a line, each player rolls one ball toward the cartons and attempts to knock all of them down. If he knocks one down he scores one point; two down, two points, and three down, five points. The points are totaled after each player has had one turn. The team scoring the most points wins. Marking chalked X's where the cartons should stand will tend to keep them at the proper distance from each other.

### SNATCH

Choose sides, line the players on either side of the room facing each other, and place a bean bag on the floor half way between the two lines of players. Choose a player from each side to run forward at a given signal. They try to snatch the bag and carry it back to his own side before the opposing player, who has failed to snatch the bag, can tag him. If the player who snatches the bag is tagged, he must sit down; if not, he may remain in the game. The next two players are chosen by those who have last played. If the space is small, hopping with both feet or skipping can be substituted for running.

### STUNTS FOR INTERMEDIATE GRADES

#### PICK ME UP

The person doing the stunt stands against a wall, drops a handkerchief or another article at his feet, and without bending the knees, stoops and picks it up.

#### PRAY DO

Mark a line on the floor. The performer stands with his toes on the line, and without using his hands or his feet, kneels down and gets up again.

#### PUSH UPS

Keep feet on the floor, back straight, hands on the floor under the shoulders with arms extended. Lower the body so that the chest just touches the floor then immediately push the body back up to a fully extended arm position. The body must remain straight at all times. Do as many as you can and record.



## STUNTS FOR INTERMEDIATE GRADES - continued

### STORK STANDS

Stand on the left foot. Hold the right foot against the left knee. Put the hands on the hips. Shut the eyes and count to 10 slowly. Fifth grade count to 20.

### KNEE BEND - STRAIGHT LEG BALANCE

From a standing position, extend both arms forward, bend one knee, and while leaning trunk forward extend other leg forward in a horizontal position until you are in a squat position. Now slowly rise without losing your balance or touching floor with hands or free foot.

### RUBBER NECK

The kneeling performer's task is to pick a card up from the floor with his teeth, both hands are kept behind his back. The card is placed in front of him at the length of the forearm and hand from one knee. Measure this distance by placing the elbow against the knee and stretching the forearm and the hand at full length on the floor; the point which the middle finger reaches is the point at which the card must be placed. The card has the ends folded down so as to rest like a small table on the floor. The nearer edge of it must nest on the line determined as described.

### MAGIC CARPET

A circle of rectangles is drawn on the floor outside the desks. The size of each rectangle and the distance between them will be dependent upon the size of the room. If the class size is large, divide the group into several sections and have one section at a time participate.

On signal (if music is available, use it) the children walk around in a circle through the rectangles. When the stopping signal (whistle, clapping, or when music stops) is given, any child who is stepping on a "magic carpet" is out of the game. Continue until only one player, the winner, remains. Children must walk through the rectangles and may not jump over them.

### MUSICAL ARMS

Players are divided into two groups - one is the marching group and one the "chairs". The "chairs" form a straight line one behind the other, and count off. All even numbers put their left hands on hips, all odd numbers put their right hands on hips. There is one less "chair" than marching players. Music is played if available, otherwise children simply begin to walk around when the signal to begin is given.

When the music stops or the signal for stopping is given, each child tries to put his arm through the arm of a "chair". One player is eliminated each time and one "chair" is taken out of the game. If numbers are large, two or three may be eliminated each time by removing a corresponding number of "chairs". Children should not be permitted to cut through the line; that is, they must progress around the end of the row in the line of direction.

## RELAYS FOR INTERMEDIATE GRADES

PUSH BLOCK RELAY Several 4" x 4" x 2" blocks and 12" rulers are needed. Divide your class into teams of not more than ten players. Have the teams line up in single file at the rear of the room behind a starting line. The first player on each team pushes the block along the floor with the ruler until the far wall is touched and then he picks up the block runs back, and hands it and the ruler to the next player.

EXCHANGE CIRCLE RELAY Draw two eight inch in diameter circles on the floor for each of the relay teams. Place an eraser in one of the circles. On the starting signal players run to the front of the room, exchange the eraser from one circle to the other and return. Bowling clubs or milk carton can be used instead of erasers.

FETCH AND CARRY RELAY Each team runs to the front of the room, picks up the objects in a circle and hands them to the next in line. Objects which are dropped must be picked up and all objects must be inside of circle.

RELAY VARIATIONS Skipping, hopping, holding ankles and object passing are other types of relays. To these may be added such novelties as writing single or double numbers on the blackboard and having the last player add the column; writing the names of presidents, states, capitols, rivers, mountains, etc.

OBJECT BALANCE RELAY Book or flat object, stool or chair are needed. Several teams of players form in single file behind a starting line. A chair or stool is placed at a designated spot in front of each line. At a signal, the first player in each line places the book on his head, walks forward to the chair, sits down, gets up and returns to place without dropping the book or touching it with his hands. The next to line does the same, etc. If the book falls, the player must stop and replace it before continuing. The team finishing first wins.

KANGAROO RELAY Several teams form in single file behind a starting line. The first player in each line places a rubber ball between his knees. At a signal, he jumps forward to a turning point, keeping the ball between his knees. He may not touch the ball with his hands, but if he drops it, he must replace it before continuing jumping. When the player reaches the turning point, he takes that ball in his hands, runs back to place and hands the ball to the next in line.

## SELF-TESTING ACTIVITIES FOR INTERMEDIATE GRADES

DUCK WALK Assume a deep knee bend position with hands on hips and walk around.

SIT AND STAND Cross arms and legs while standing. Sit on floor and return to standing position without uncrossing arms or legs.

THREAD THE NEEDLE Clasp hands in front, step through this loop first with one foot then the other. Hold hands in back and reverse action.

## SELF-TESTING ACTIVITIES FOR INTERMEDIATE GRADES - continued

### KNEE DIP

Stand on one foot, grasping the other foot behind the back with opposite hand. Try to touch bent knee to floor and return to standing position without losing balance. No other part of the body should touch the floor or ground. Free arm should be used for balance.

### CORKSCREW

Place a small object or piece of paper on outer side of right foot. Try to pick up the object with the left hand after passing left hand in front of the body, around outside of the right leg, forward between the legs, and around in front of right leg.

### BAT WRESTLE

Two children match strength in this activity. Select children of equal height and weight. The children grasp the bat with both hands. Each child attempts to touch the bat to the floor on his right. The one who does this successfully is declared winner.

### BEAR DANCE

Assume a deep knee bend position with one foot extended forward. Spring upward and change the position of the feet. Alternate changing the position of the feet. Hold arms forward to help maintain balance.

### SEAL WALK

Hold the weight on the hands and toes, keeping the back flat. Move forward by walking with hands.

### CRAB WALK

From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.

### HOP OVER LEG

The left foot is raised in front of the right knee and grasped with the right hand. Jump upward and over the left leg without releasing the grasp of the left foot or losing the balance. Try it with the other foot.

### ROCKING HORSE

Two children sit on the floor facing each other. Each sits on the other's feet, grasps the wrists of the other person, and rock back and forth. The knees may be drawn up with the soles of the feet on the floor. Each child sits on the other's feet with the hands placed on each other's shoulders.

SELF-TEST ACTIVITIES FOR INTERMEDIATE GRADES - continued

INDIAN WRESTLE

Two children lie on their backs, side-by-side each facing the opposite direction so that their shoulders are touching. Hook the adjacent arms at the elbow. On Count 1 both raise the inside leg until the toes touch. Repeat on Count 2. On Count 3 the legs are raised and locked at the knees so one child is turned over.

CHINESE PUSH-UP

Partners sit on floor, back to back, with elbows hooked. They attempt to stand without releasing arms.

WRIST BALANCE

Assume a squat position. Place the hands flat on the floor between the legs; press against the knees with the elbows and at the same time press against the elbows with the knees.

Lean forward, keeping the head up, raise the feet from the floor and hold the balance.

VIII. EVALUATION OF AIDES

Aide Evaluation of the Program - The aides are asked to evaluate programs and to evaluate the inservice meetings held weekly. In June each aide evaluates the program, her position and feelings on the Instructional Aide Questionnaire.

Evaluation of Aide Program - The teachers, principal, resource teacher, reading and math specialists are requested to evaluate the entire program in June. This evaluation is used to determine the effectiveness of the program and possible changes to be considered by the Title I Advisory Committee and directors.

Evaluation of Aide - The resource teacher and principal of the target schools make monthly observations of the Instructional Aides. The teacher and the resource teacher formally evaluate the aide once a year. An ongoing evaluation is continuous throughout the school year through staff meetings and inservice workshops. The instructional aide is conferenced at this time and the evaluation is signed by all three parties. There is also a performance evaluation form to be submitted to the Personnel Department at the district level as salary increases are due.

<u>Evaluation Questionnaires</u>	<u>Page</u>
Instructional Aide Evaluation of Summer School . . .	83
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Instructional Aide Evaluation Form . . . . .	98-99
Performance Evaluation For Classified Employees .	100

- 5 - Very much
- 4
- 3 - Average
- 2
- 1 - Very much

FREMONT UNIFIED SCHOOL DISTRICT  
ESEA TITLE I

INSTRUCTIONAL AIDE EVALUATION OF SUMMER SCHOOL

	5	4	3	2	1
1. Do you feel your skills and abilities were put to good use this summer?					
2. Do you feel that you contributed to the positive growth of a pupil or pupils this summer?					
3. Do you feel that you learned new methods and/or techniques you can put to use in the regular school year?					
4. Have you enjoyed your work assignment?					

5. Can you give some suggestions for changes in curriculum, materials and/or personnel for a summer school program?

FREMONT UNIFIED SCHOOL DISTRICT

E.S.E.A. TITLE I

INSTRUCTIONAL AIDE QUESTIONNAIRE

EVALUATION OF E.S.E.A. TITLE I "PROJECT GROWTH"

In order to assist us in evaluating all phases of the E.S.E.A. Title I program, "Project Growth," in the Fremont Unified School District Schools, would you kindly answer the questions below as honestly as you can.....

- Please check (✓) the appropriate spaces below:
- |   | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| 1. Having worked in the classroom as an Instructional Aide, do you enjoy the work?                                      | _____      | _____     |
| 2. Do you feel you are performing the duties of an Instructional Aide in the classroom to which you have been assigned? | _____      | _____     |
| 3. Do you enjoy reading stories to children? If <u>no</u> , why not?  | _____      | _____     |
| 4. Has your working with children at home helped you to understand children in the classroom?                           | _____      | _____     |
| 5. Has your work in the classroom helped you to understand children at home?  | _____      | _____     |
| 6. Have you had enough time to talk over with the teacher plans she has made for you?                                   | _____      | _____     |

If you answered yes to Question Number 6 was it because:

- \_\_\_ you both had time to do so
- \_\_\_ you both made or took extra time
- \_\_\_ the teacher made or took extra time
- \_\_\_ you made or took extra time

If you answered no to Question Number 6 was it because:

- \_\_\_ neither of you had time
- \_\_\_ the teacher didn't have time
- \_\_\_ you didn't have time

- |   |       |       |
|---|-------|-------|
| 7. Do you feel you had enough work to do in the classroom each day?   | _____ | _____ |
| 8. Do you feel you had too much work to do in the classroom each day? | _____ | _____ |

YES

NO

9. Do you feel you were asked to do too much of one particular type of work in the classroom each day?

\_\_\_\_\_

If you answered yes to Question Number 9, on what do you feel you spent too much time?

10. If you could choose the three ways in which you would most like to spend your time in the classroom as an Instructional Aide, what would you choose?

First \_\_\_\_\_

Second \_\_\_\_\_

Third \_\_\_\_\_

11. If you had a good friend who was not an Instructional Aide and had a chance to be one, would you tell her to:

\_\_\_\_\_ Become an Instructional Aide

\_\_\_\_\_ Not to become an Instructional Aide

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

\_\_\_\_\_

YES

NO

12. Do you feel that the in-service training that you received this year at your school has been helpful?

\_\_\_\_\_

13. My time in the classroom assisting the classroom teacher was divided as follows:

PERCENTAGE OF TIME

\_\_\_\_\_ working with small groups in Reading

\_\_\_\_\_ clerical (correcting papers and tests, etc.)

\_\_\_\_\_ working with individual children

\_\_\_\_\_ preparing visual aids for the teacher

\_\_\_\_\_ preparing visual aids for group of children I work with



14. I enjoy being an Instructional Aide because:
  
15. I do not enjoy working as an Instructional Aide because:
  
16. The classroom teacher that I work with has been helpful in the following ways:
  
17. The Resource Teacher that I work with has been helpful in the following ways:
  
18. I feel that I would have been more helpful if I would have had more training in:
  
19. ADDITIONAL COMMENTS:

FREMONT UNIFIED SCHOOL DISTRICT - ESEA TITLE J

INSERVICE MEETING - COURSE - CLASSROOM OBSERVATION EVALUATION SHEET

INSTRUCTIONS: Please check (✓) the appropriate circles below. More than one item may be checked for each category.

- EVENT
- Speaker/Panel
  - Group Discussion
  - Demonstration
  - Inter-School Classroom Observation
  - Intra-School Classroom Observation
  - Course
  - Workshop
  - Skit
  - Other (Specify) \_\_\_\_\_
- Date \_\_\_\_\_
- School \_\_\_\_\_

- MAJOR EMPHASIS
- Instructional Planning/Curriculum Development
  - Inter-Personal/Human Relations
  - School/Community Relations
  - Use of Instructional Materials
  - Use of Equipment
  - Other (Specify) \_\_\_\_\_

EVALUATION

	Yes	No	Don't Know
1. In general, did the event impress you favorably?			
2. Did you gain any ideas or information that will be of value to you in the classroom?			
3. Did you gain any techniques or methods that will be of value to you in the classroom?			
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?			
5. List two or three examples of ideas, techniques or information that you learned from attending this event. (Use reverse side if necessary).			
_____			
_____			
6. List any suggestions about how the event might be improved. (Use reverse side if necessary.)			
_____			
_____			

- EVALUATION BY:
- K - 3 Teacher
  - 4 - 6 Teacher
  - Counselor
  - Reading Specialist
  - K - 3 Instructional Aide
  - 4 - 6 Instructional Aide
  - Community Aide
  - Other (Specify) \_\_\_\_\_

ELEMENTARY RESOURCE TEACHER QUESTIONNAIRE

FUSD - ESEA TITLE I

School \_\_\_\_\_

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions.

Please check the appropriate box at the right.

During the 1968-69 school year, how valuable do you think the existing ESEA Reading Program at your school has been in:

1. Increasing pupil confidence, motivation and interest in reading?
2. Giving added meaning and purpose to reading and language instructional activities?
3. Increasing student abilities to analyze, decode and comprehend printed or written words?
4. Improving student skills in oral expression?
5. Increasing student abilities in written expression?
6. Improving student understanding and interest in other academic and non-academic areas?

	No Value	Little Value	Some Value	Much Value	Don't Know	



Please check the appropriate box at the right.

During the 1968-69 school year, how valuable has the Remedial Reading Teacher been in:

	No Value	Little Value	Some Value	Much Value	Don't Know
1. Increasing pupil motivation and interest in reading and language?					
2. Improving student skills either in reading or oral expression?					
3. Increasing comprehension in all types of silent reading?					
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?					
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?					

1. During the 1968-69 school year, did you request the services of a District Psychologist?  Yes  No
2. During the 1968-69 school year, did you receive the services of a District Psychologist?  Yes  No
- If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a District Psychologist?  Yes  No

	No Help	Little Help	Some Help	Much Help	Don't Know
4. Providing aid in the early diagnosis of learning problems?					
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?					
6. Assisting in the evaluation of social and educational adjustment of pupils?					
7. Assisting with the evaluation of high and low potential students?					
8. Providing follow-up information on testing services?					

During the 1968-69 school year, how helpful has the District Psychologist been to the Staff in:

	No Help	Little Help	Some Help	Much Help	Don't Know
4. Providing aid in the early diagnosis of learning problems?					
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?					
6. Assisting in the evaluation of social and educational adjustment of pupils?					
7. Assisting with the evaluation of high and low potential students?					
8. Providing follow-up information on testing services?					

1. During the 1968-69 school year, did you request any services from the Psychometrist?  Yes  No
2. During the 1968-69 school year, did you receive any services from the Psychometrist?  Yes  No

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

3. Would you have liked more assistance from the Psychometrist?  Yes  No

During the 1968-69 school year, how helpful have the services of the Psychometrist?

	No Help	Little Help	Some Help	Much Help	Don't Know	
4. Assisting them to understand children's behavior?						
5. Assisting with the development of special plans or programming for individual children in their class?						2
6. Channeling students' efforts toward better achievement and behavior?						
7. Helping them to feel more secure or comfortable working with children?						
8. Facilitating communication with hard-to-reach parents?						
9. Securing helpful community services?						

Please check the appropriate box at the right.

During the 1968-69 school year, how helpful have the Community Aide Services been in working with the School Nurse and the staff in:

1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)
2. Assisting students to receive needed health services within the school?
3. Providing visual and auditory screening services to students?
4. Following up with parents on student health recommendation and referrals?
5. Providing liaison between school and community including attendance and home-related problems?
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?

	No Help	Little Help	Some Help	Much Help	Don't Know

Please check the appropriate box at the right.

During the 1968-69 school year, how valuable have the services of the Instructional Aides been to the Staff in:

1. Performing various clerical tasks (taking roll, etc.)?
2. Preparing materials (displays, bulletin boards, etc.)?
3. Supervising individual and small group activities?
4. Encouraging students to communicate orally?
5. Guiding pupils through example, redirection and speech?
6. Encouraging correct pupil usage of materials?
7. Assisting in the use of equipment and supplies?
8. Increasing communication between the home and the school?

Please check the appropriate box at the right.

During the 1968-69 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to the staff in:

1. Supplementing their efforts to improve student reading and language skills?
2. Stimulating general pupil interest and curiosity?
3. Providing first-hand student contact with common objects and materials not found in the home?
4. Producing noticeable changes in student attitudes toward school?

	No Value	Little Value	Some Value	Much Value	Don't Require
1. Performing various clerical tasks (taking roll, etc.)?					
2. Preparing materials (displays, bulletin boards, etc.)?					
3. Supervising individual and small group activities?					
4. Encouraging students to communicate orally?					
5. Guiding pupils through example, redirection and speech?					
6. Encouraging correct pupil usage of materials?					
7. Assisting in the use of equipment and supplies?					
8. Increasing communication between the home and the school?					
1. Supplementing their efforts to improve student reading and language skills?					
2. Stimulating general pupil interest and curiosity?					
3. Providing first-hand student contact with common objects and materials not found in the home?					
4. Producing noticeable changes in student attitudes toward school?					

1. During the 1968-69 school year, did any classes participate in any On-Site Cultural Enrichment Activities?  Yes  No

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:

	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
During the 1968-69 school year, how effective have the <u>On-Site Cultural Enrichment Activities</u> been to students in:						
2. Stimulating student interest in the arts and other cultural activities?						
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?						
4. Providing needed student experiential background for increased perceptual and intellectual development?						
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?						



Please check the appropriate box at the right.

During the 1968-69 school year, how helpful have the District Organized ESEA Inservice Activities been to the staff in:

1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?
2. Developing greater proficiency in the use of new instructional materials and equipment?
3. Providing opportunities to observe new teaching techniques?
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?

Please check the appropriate box at the right.

During the 1968-69 school year, how helpful have the School-Site Inservice Activities been to the staff in:

1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?
2. Developing greater proficiency in the use of new instructional materials and equipment?
3. Providing opportunities to observe new teaching techniques?
4. Providing opportunities for the exchange and/or development of successful ideas?

	No Help	Little Help	Some Help	Much Help	Don't Know

In reviewing the Total Compensatory Program of Services provided in your school during the 1968-69 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1968-69 school year. Please respond to every item.

During the 1968-69 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:

1. Increasing effectiveness of classroom teachers?
2. Providing greater opportunities to identify and/or diagnose early learning problems?
3. Increasing opportunities for individualized instruction?
4. Raising student achievement levels as measured by standardized test scores?
5. Improving individual student adjustment?
6. Producing noticeable positive changes in pupil attitudes?
7. Improving student attendance patterns?
8. Reducing the number of major discipline referrals (fighting, etc.)?
9. Reducing the number of minor classroom rule infractions?
10. Improving teacher classroom control and management?
11. Increasing parent awareness and understanding of the nature of school programs?
12. Improving teacher morale?
13. Improving self-image and personal worth of Instructional Aides from low-income communities?

	No Effect	Little Effect	Some Effect	Much Effect	Don't Know

In reviewing the various Compensatory Services provided in your school during the 1968-69 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.

**SERVICES INVOLVING:**

	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion
1. Reading Specialist				
2. District Psychologist				
3. Psychometrist				
4. Community Aide				
5. Instructional Aides				
6. Instructional Equipment, Books and Supplies				
7. Cultural Enrichment Activities - On-Site				
8. In-service Activities - Centrally Organized by District				
9. In-service Activities - On-Site				



Please add any comments you may have concerning the Compensatory Education Services at your school during the 1968-69 school year:

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

Suggestions for Improvements: \_\_\_\_\_

Other: \_\_\_\_\_

FREMONT UNIFIED SCHOOL DISTRICT

ESEA TITLE I

INSTRUCTIONAL AIDE EVALUATION FORM

<u>COMMITMENT TO TOTAL PROGRAM</u>	<u>O</u>	<u>S</u>	<u>NI</u>	<u>NO</u>
<u>Shows interest and enthusiasm in the work</u>				
<u>Is willing to put in essential time and effort</u>				
<u>Is punctual</u>				
<u>Attends regularly</u>				
<u>Willingly accepts and carries out assignments</u>				
<u>Performs routine tasks efficiently</u>				

<u>RESPONSIVENESS TO PUPILS' NEEDS</u>	<u>O</u>	<u>S</u>	<u>NI</u>	<u>NO</u>
<u>Interacts positively with the pupils</u>				
<u>Is aware of facts of child development</u>				
<u>Shows concern for pupils' health and safety</u>				
<u>Accepts individual differences in pupils</u>				
<u>Shows resourcefulness in helping provide enriching experiences for pupils</u>				
<u>Is helpful in encouraging pupils to take part, ask questions and communicate in many ways</u>				

<u>INSTRUCTION</u>	<u>O</u>	<u>S</u>	<u>NI</u>	<u>NO</u>
<u>Is competent in reinforcement of skills</u>				
<u>Is able to work with small groups in instruction</u>				
<u>Can present lessons</u>				
<u>Completes work in scheduled time</u>				
<u>Demonstrates initiative and resourcefulness in performing assigned tasks.</u>				

<u>STAFF RELATIONSHIPS</u>	<u>O</u>	<u>S</u>	<u>NI</u>	<u>NO</u>
<u>Accepts guidance and suggestions from resource personnel</u>				
<u>Demonstrates loyalty to the teacher and the school</u>				
<u>Has a friendly working relationship with other aides</u>				
<u>Is a cooperative team member</u>				

V. PERSONAL CHARACTERISTICS O      S      NI      NO

Is well groomed and appropriately dressed

Uses acceptable English in a clear and pleasant voice

Has good physical health

Shows evidence of professional growth

O	S	NI	NO

Classroom Teacher \_\_\_\_\_  
Signature

Comments:

Resource Teacher \_\_\_\_\_  
Signature

Comments:

Instructional Aide \_\_\_\_\_  
Signature

Comments:

CODE:    O - Outstanding  
          S - Satisfactory  
          NI - Needs Improvement  
          NO - No Opportunity to Observe

\_\_\_\_\_ Date

**PERFORMANCE EVALUATION FOR CLASSIFIED EMPLOYEES  
FREMONT UNIFIED SCHOOL DISTRICT**

CLASS. PERS.

Supervisor responsible for evaluating

Name \_\_\_\_\_ Title \_\_\_\_\_ Employee No. \_\_\_\_\_ Location \_\_\_\_\_

is a \_\_\_\_\_ employee, is due a salary increase on \_\_\_\_\_ provided evaluations  
been submitted:

- (1) during second and fifth months of employment if a probationary employee, or,
- (2) once a year if a permanent employee. (Evaluations are required whether or not the employee is on the top step of the salary schedule.)

**CHECK ONLY THOSE AREAS THAT APPLY TO THE  
EMPLOYEE'S DUTIES**

Dates report covers: \_\_\_\_\_ to \_\_\_\_\_

**Meets or Exceeds Work Performance Standards**  
**Below Work Performance Standards**

If "Below Work Performance Standards" is checked, please give your reasons for this rating and indicate suggestions made to the employee on how to improve. Completion of this section is optional if you checked "Meets or Exceeds Work Performance Standards".

Suggestions or Comments Made by Supervisor.

**QUALITY OF WORK**

a. Job knowledge	<input type="checkbox"/>	<input type="checkbox"/>
b. Accuracy	<input type="checkbox"/>	<input type="checkbox"/>
c. Neatness	<input type="checkbox"/>	<input type="checkbox"/>
d. Thoroughness	<input type="checkbox"/>	<input type="checkbox"/>

**QUANTITY OF WORK**

a. Volume of Output	<input type="checkbox"/>	<input type="checkbox"/>
b. Extent to which work schedules are met	<input type="checkbox"/>	<input type="checkbox"/>

**WORK HABITS AND ATTITUDES**

a. Dependability	<input type="checkbox"/>	<input type="checkbox"/>
b. Punctuality	<input type="checkbox"/>	<input type="checkbox"/>
c. Orderliness	<input type="checkbox"/>	<input type="checkbox"/>
d. Compliance with instructions, rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>
e. Ability to work without immediate supervision	<input type="checkbox"/>	<input type="checkbox"/>

**PERSONAL QUALITIES**

a. Judgment	<input type="checkbox"/>	<input type="checkbox"/>
b. Initiative	<input type="checkbox"/>	<input type="checkbox"/>
c. Adaptability to emergencies and new situations	<input type="checkbox"/>	<input type="checkbox"/>
d. Good health	<input type="checkbox"/>	<input type="checkbox"/>
e. Appearance	<input type="checkbox"/>	<input type="checkbox"/>

**RELATIONSHIPS WITH OTHERS**

a. Employees	<input type="checkbox"/>	<input type="checkbox"/>
b. Pupils	<input type="checkbox"/>	<input type="checkbox"/>
c. Public	<input type="checkbox"/>	<input type="checkbox"/>

**SUPERVISORY ABILITY (Where Applicable)**

a. Leadership	<input type="checkbox"/>	<input type="checkbox"/>
b. Fairness and impartiality	<input type="checkbox"/>	<input type="checkbox"/>
c. Decision making	<input type="checkbox"/>	<input type="checkbox"/>
d. Training and instructing	<input type="checkbox"/>	<input type="checkbox"/>
e. Planning and assigning	<input type="checkbox"/>	<input type="checkbox"/>
f. Disciplinary control	<input type="checkbox"/>	<input type="checkbox"/>
g. Evaluating performance	<input type="checkbox"/>	<input type="checkbox"/>
h. Ability to get work out	<input type="checkbox"/>	<input type="checkbox"/>

**ADDITIONAL FACTORS**

Please identify additional factors not specifically considered above:

a. _____	a.	<input type="checkbox"/>	<input type="checkbox"/>
b. _____	b.	<input type="checkbox"/>	<input type="checkbox"/>
c. _____	c.	<input type="checkbox"/>	<input type="checkbox"/>

**OVERALL WORK PERFORMANCE**

It is understood that, in signing the Performance Evaluation Form, the employee acknowledges having seen and discussed the report. The employee's signature does not necessarily imply agreement with the conclusions of the supervisor. If he so desires, the employee may attach a written statement.

SIGNATURE OF SUPERVISOR \_\_\_\_\_ TITLE \_\_\_\_\_ DATE \_\_\_\_\_

SIGNATURE OF REVIEWER (OPTIONAL) \_\_\_\_\_ TITLE \_\_\_\_\_ DATE \_\_\_\_\_

Comments made by the reviewer shall be with the supervisor and employee.

SIGNATURE OF EMPLOYEE \_\_\_\_\_



**IX. TRAINING TEACHERS TO USE AIDES**

It is very important that teachers be trained as to how Instructional aides are to be used in the classroom.

The following rules are established with the teachers:

1. An aide is to be used for instruction of small groups or individuals at least 80 percent of the time.
2. An aide is to be used for clerical work only 20 percent or less of the time.
3. An instructional aide is to reinforce concepts presented by the teacher.
4. Teachers are to plan weekly with the instructional aide and be sure the aide understands each phase of the lesson plan.
5. Instructional aides are not teachers and are not to take control of the class, nor are they to be left in the classroom without supervision.
6. The teacher should be a good example for the instructional aide.

The following notes for Teacher Inservice are given to each teacher in the fall:

<u>Sample</u>	<u>Page</u>
Notes for Teacher Inservice . . . . .	102 - 106



## NOTES FOR TEACHER IN-SERVICE

J. H. Durham School  
E. M. Grimmer School

### What is ESEA Title I?

In 1965, the U. S. Congress passed an aid to education bill, Public Law 89-10, titled the Elementary and Secondary Education Act. It has been amended since then to include eight titles. Title I involves payment to states based on poverty statistics for distribution to qualifying school districts. To qualify, a school district must show that it plans to spend the federal funds on the children from low income families who are deficient in Language Arts and/or Mathematics; in need of social and cultural improvement, come from bi-lingual homes or who are non-English speaking. The plan submitted by the school district, known as a proposal, must be approved by members of the local advisory board made up from members of the target area schools and the community before it is submitted to the State Department of Education, Division of Compensatory Education.

The ESEA Title I program in Fremont is known as "Project Growth" (Graphic Research on Ways to Help). Although more schools in Fremont qualify financially, funding has limited project participation to two schools, Grimmer and Durham.

Federal guidelines state that we must spend \$300 per child over and above the expenditure by the district.

### Identification of Pupils:

1. Teachers will be given a list of pupils by grade level who were identified participants last year. This list is confidential. The children are in no way to be singled out as "different." They will be referred to as "Project Growth" pupils and will be tested to determine their progress during the school year.

2. Use this list as one source only. Add to this list the pupils who are one year or more below grade level in Reading and/or Mathematics. For Reading use last year's Reading scores and/or current book placement. For Mathematics use diagnostic tests you administer appropriate to grade level. Teachers at each grade level may wish to devise an appropriate test instrument or use pages from the previous year's textbook. Kindergarten teachers will pre-test with the Metropolitan Readiness Test.

These lists must be completed by September 18. We must begin to pre-test these pupils the last week of September. Once the lists are established and pupils are tested, we may not alter the list.

#### Testing:

State guidelines state that each participant must be pre-tested and all who are still school members in May must be post-tested. We are expected to show month for month growth for each participant. It is, therefore, extremely important that pupils who qualify for other programs (EH, EMR, Sight-Saving) are not included in our testing program. Services are to be aimed at the under-achieving low-income child of average or above ability.

#### Scope of Assistance:

1. In classroom assistance for primary teachers from Instructional Aides for up to five hours per day according to need expressed and defined by the classroom teacher. The Instructional Aide can provide extra tutoring to the "Project Growth" pupils or supervise other groups so that the classroom teacher can spend additional time with these identified pupils. It is extremely important that, whatever arrangement(s) the teacher makes, that the "Project Growth" pupils

profit from this additional person in the classroom. Indirectly, of course, all pupils in the classroom should benefit by this arrangement.

2. A pull-out program in Reading and Mathematics for grades 4, 5 and 6 in the Title I portable. This program will be individualized instruction. A Reading teacher and the Resource teacher assisted by two Aides will work with the identified pupils six periods a day, one Mathematics and one Reading period for each grade level.

3. Additional materials and equipment purchased with ESEA Title I funds.

4. In-service programs for teachers conducted by EPIC, the Resource Teacher and the Reading Teacher in cooperation with Mr. Macur and Mr. Groesbeck, during school hours and after school.

5. In-service programs for the Instructional Aides.

6. Community involvement.

#### Diagnostic Profiles:

State guidelines call for a profile of each Title I pupil to be kept by the classroom teacher. We have developed profiles for social development, Reading and Mathematics proficiency. Mr. Mazzone and Mr. Macue have indicated that they wish to have these profiles kept for each child at Durham and Grimmer. They should be of great benefit to the teachers in that they present a picture of the child's progress or lack of progress. The work sheets are kept throughout the year. In June the summary is placed on the cumulative sheets.

#### Role of the Instructional Aide

The Instructional Aide is an assistant to the teacher. Even though they have become proficient in tutoring a pupil or working with small groups, the teacher is still responsible for the diagnosing, planning, and evaluating of each pupil in her

class. The Aides may make suggestions and must report progress to you. In no case is a group to be "given" to an Aide. The teacher should take the group often enough to check progress and make plans for the group. Many methods have been tried to keep track of the duties the Aides perform in the classroom. The one which apparently worked best from the standpoint of security for the Aide was a daily "lesson plan" presented to the Aide first thing each morning. This means that the teacher made general plans in her weekly plan book for the Aide, then listed specific duties for the Aide, usually at the close of the day. For instance, on her weekly plans she might put, " \_\_\_\_\_ will help children at table four with their writing." Message to Aide next day might say "Review formation of "o" with these children before they try to make a "d" today. \_\_\_\_\_ needs special help."

There are too many pupils in the school who need individual help to have the Aides spending their time grading papers and workbooks. If at all possible, those papers and workbooks should be graded as the pupils complete them with the pupils present. It should be possible to plan so that fewer papers are collected to be graded.

#### Resource Teacher:

You may expect assistance from me in the following ways:

1. Providing in-service for the Aides in areas you feel necessary.
2. Supervision of the Aides in the classroom.
3. Securing materials within the limits of the budget.
4. Suggesting means and methods for working with children if you request it.
5. Providing in-service meetings in:
  - a. Identification of Pupils
  - b. Diagnosing Test Instruments
  - c. The New Math Series

There are several terms which are altering the course of teaching as it has been. They are:

1. Accountability
2. Behavioral Objectives (or Performance or Learning)
3. Individualized Instruction

We'll be discussing those terms throughout the year, but briefly, they mean that the teacher finds out what the child needs to learn, states it in clear concise language, tests after teaching and can say to anyone who asks, " \_\_\_\_\_ learned \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_."

The emphasis has shifted from what the teacher taught to what the child learned.

Sarah E. Jackson  
Resource Teacher  
ESEA Title I

X. EXIT INTERVIEWS

When an instructional aide decides to leave her position, she is asked to submit a letter of resignation to the Title I director. The resource teacher then conferences the aide and gives her the following form to fill out and to be filed in her record.

<u>Sample</u>	<u>Page</u>
Teacher Aide Exit Interview . . . . .	108-109

FREMONT UNIFIED SCHOOL DISTRICT

E. M. Grimmer School

J. H. Durham School

TEACHER AIDE EXIT INTERVIEW

GRADE (S) ASSIGNMENT (S) \_\_\_\_\_

LENGTH OF SERVICE:

- LESS THAN 6 MONTHS
- 6 MONS. TO 1 YEAR
- MORE THAN 1 YEAR

TERMINATION:

- VOLUNTARY
- INVOLUNTARY
- FOR OTHER POSITION
- FOR SCHOOL
- OTHER REASON

IF TERMINATION WAS FOR OTHER EMPLOYMENT:

INFORMED OF JOB OPPORTUNITY BY:

- TEACHER
- ADULT EDUCATION CLASS
- CENTRAL OFFICE SUPERVISOR
- PARENT MEETING
- ANOTHER AIDE
- OTHER (EXPLAIN)
- STATE EMPLOYMENT OFFICE

EMPLOYED AT \_\_\_\_\_ CITY \_\_\_\_\_

- FULL TIME
- LESS THAN \$1.81 per hr.
- \$2.40 - \$2.52
- PART TIME
- \$1.81 - \$2.39
- \$2.53 - \$2.64
- \$2.65 - \$3.05

IF TERMINATION WAS FOR EDUCATION:

- FULL - TIME STUDENT
- PART - TIME STUDENT

ENROLLED AT \_\_\_\_\_

COURSE(S) \_\_\_\_\_

GOAL \_\_\_\_\_



GOAL (CON'T.) \_\_\_\_\_  
\_\_\_\_\_

WAS YOUR EXPERIENCE AS A TEACHER AIDE HELPFUL IN OBTAINING YOUR NEW  
JOB OR IN HELPING YOU TO DECIDE TO FURTHER YOUR EDUCATION?

\_\_\_\_\_  
YES OR NO

PLEASE COMMENT \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF VOLUNTARY TERMINATION WAS FOR OTHER REASONS, PLEASE STATE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
SIGNATURE

IF TERMINATION WAS INVOLUNTARY, PLEASE EXPLAIN REASON \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_



XI. SALARY SCHEDULE

The Instructional aides have a salary schedule which is established by the non-certificated Personnel Department of Fremont Unified School District.

Hourly Employees

<u>First Six Months</u>	<u>6 mo.-1½ yrs.</u>	<u>1½-2½ yrs.</u>	<u>2½-3½ yrs.</u>	<u>3½-4½ yrs.</u>
\$2.41	\$ 2.53	\$2.65	\$ 2.78	\$2.94

Instructional Aides work five hours daily, five days a week in the Fremont Unified School District. "Project Growth", the program for which they are hired is funded under E.S.E.A. Title I. These aides are recruited from the target area schools and must be from low-income families. They hopefully have children in the program.