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ABSTRACT

To evaluate the effectiveness of the teacher aide training program of the St. Bernard Parish Public School System in Louisiana, a research design based on the project's five objectives was formulated. The participants were tested to determine their gains in the acquisition of knowledge in the areas of child growth and development, media technology, and language arts techniques. Attempts were made to determine their level of motivation after completion of the program as well as their attitudes toward continuing their education. All evaluatory findings indicate the success of the program. The attitudinal profiles developed from the IPAT (Institute for Personality and Ability Testing) 16 Personality Factor Questionnaires and the Survey of Study Habits are suggestive of a screening guide in the selection of future aides. (Author)

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EVALUATION DESIGN
TEACHER AIDE TRAINING PROGRAM
FOR ST. BERNARD SCHOOLS

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EVALUATION DESIGN

General Design

Evaluation of the St. Bernard Parish Teacher Aide Training Program was based on the five objectives stated in the Federal Grant Request. Those objectives were:

- (1) Trained paraprofessionals are needed to augment the activities of classroom teacher.
- (2) St. Bernard Parish is conducting many teacher in-service programs which require temporary replacement for teacher release time.
- (3) All evidence indicates that the one greatest factor in providing the best kind of teaching-learning situation, is to reduce teacher-pupil ratios in the classroom, the addition of competent teacher-aides will work toward fulfilling this need.
- (4) Teacher-aides properly scheduled in the classroom will permit professional teachers to work on an individual basis with children needing individual attention.
- (5) Our training program will give many potential teachers an opportunity to investigate or experience teaching, who for financial reasons, or because of improper guidance had been denied this opportunity.

The evaluation procedure followed a research design consisting of personal interviews and observations, specially designed questionnaires and tests, and standardized personality-attitudinal tests. Each instrument was chosen because it related

directly to the project's stated goals.

The first three of the project's objectives were closely related; hence, they were evaluated concurrently. To do this, pre and post-tests of the teacher aide's knowledge of the subject matter to be covered were given to all participants. This enabled the evaluator to gauge knowledge gains attributable to the program. Personal observation of the classes supplemented the findings of these tests. Additionally, each teacher-aide completed a personal evaluation of the course.

The fourth goal of the project was "to motivate paraprofessionals so that they will continue to work towards a degree in education." Attempts were made to determine both the attitude toward further study and the motivation level of the participants after completion of the program. Pre and post-tests of the Survey of Study Habits and Attitudes² provided a standardized evaluatory base for answering these questions.

The final project goal, reduction of pupil-adult ratio in the classroom and provision of more time for the teacher to actually teach, required a supervisory evaluation of each aide's performance and personal observations by the consulting team. Although not a usual prerequisite to this type of evaluation,

¹Teacher Aide Training Program, Federal Grant Request, p.11.

²William F. Brown and Wayne H. Holtzman, SSHA Manual, (The Psychological Corp.: New York) 1964.

a description of the teacher aide's major background characteristics and a personality profile were prepared. This data provides a framework to which the findings of the evaluation can be compared. The IPAT 16 Personality Factor Questionnaire³ was the instrument used in sketching the personality profile of the group.

This test could be used to make judgments of ability and likely productiveness of individual teacher-aides, but no attempt has been made to do so herein. Instead, the overall characteristics of the teacher aide program are considered, with strengths and weaknesses highlighted.

Basic Personality and Background Data

The IPAT 16 Personality Test was administered to the twenty-two teacher-aides in an attempt to analyze the basic personality characteristics of the group. The IPAT 16 has been validated previously on a selected group of teachers. Teacher-relevant norms and standard deviations were utilized in characterizing the teacher-aides.

This particular questionnaire was chosen because it gives the fullest information in the most efficient manner. It covers precisely all the main dimensions along which people can differ, according to basic factor analytic research.⁴

³Raymond B. Cattell and Herbert W. Eber, "The 16 P.F. Test," (Institute for Personality & Ability Testing: Illinois) 1962.

⁴Cattell and Eber, Sixteen Personality Factor Questionnaire, P.1.

Table 1 of Appendix B summarizes the findings of this test. The aides seldom scored in the less desirable characteristic ranges, and as a whole, presented a very desirable set of characteristics.

Every aide scored in the first quartile on conscientiousness. Additionally, none of the aides had scores indicating tendencies toward extreme jealousy, immaturity, undependability, or naivete. The consistency with which most of the participants ranked in the second and third quartiles speaks well for the balanced personalities of the teacher-aides. It must be pointed out that the indices of the IPAT 16 should not be given great strength individually, but rather as an overall pattern for the group being tested.

Such scores indicate that this group of teacher-aides have strong stable personalities and might well be used as a criterion group for the selection of future teacher-aides. The inter-relationship of the teacher-aide scores supports the conclusion that these individuals are generally well-balanced.

These conclusions are further strengthened by the personal histories of the teacher-aides. Their experience as aides ranges from over 10 years to a minimum of 1 year, with the majority having at least two years of experience. The average age of the aides was 41, with a range of 31 to 62 years of age. All are mothers and have socio-economic background similar to the children with whom they are working. These personal characteristics, plus their group personality profile, indicate that they are

collectively well suited for the educative function.

Program of Instruction

The lecture series of Doctors Marcus, Stern, and Stumpf provided useful inputs to the teacher-aides. In terms of knowledge gained, the following table reflects considerable knowledge acquisition by the aides.

| <u>Subject Area</u> | <u>Pre-test</u> | <u>Post-test</u> | <u>Max.Score</u> |
|---------------------------------|-----------------|------------------|------------------|
| Growth, Learning, & Development | -6 | 30 | 50 |
| Audiovisual | 23 | 31 | 36 |
| Communication Skills | 17 | 21 | 25 |

The instruments developed by each of the consulting faculty are included in Appendix A. These tests indicate the course content. Both of the appended tests closely paralleled the general course outline of the original grant.

The degree of enthusiasm observed during the program on the part of the teacher-aides suggests very strong involvement in the program.

The pattern of increased knowledge gain fits an expected distribution. Increases in knowledge are less dramatic as the initial knowledge level rises. For example, the aides had very little, if any, prior knowledge of learning processes or special education problems and techniques; hence, their post-test knowledge gain was dramatic.

However, in the instances of Dr. Marcus's and Dr. Stumpf's

content areas, the prior experience of the aides was relatively high. In both instances the pre-test scores approximated two correct answers for every three questions. Their post-test performance improved to approximately four out of five answers, a gradual trend toward mastery of the subject matter.

The evaluatory comments submitted by the aides were favorable. One recurring but minor complaint stemmed from inadequate awareness on the part of the planners, of the teacher-aides' knowledge level. In effect, the aides' concern was that they could have learned even more if some course material (i.e. audio-visual) had been more intensive. This reflects a need for accurate pre-testing of participants' knowledge levels before finalization of course content. If this program is repeated, earlier pre-testing would aid faculty consultants in maximizing the usefulness of course content.

Motivation and Attitudinal Changes

The primary instrument applied was the Survey of Study Habits and Attitudes. It is designed to fulfill three primary purposes: "(a) to identify students whose study habits and attitudes are different from those students who earn high grades, (b) to aid in understanding students with academic difficulties, and (c) to provide a basis for helping such students improve their study habits and attitudes and thus more fully realize their best potential."⁵

The Survey of Study Habits was used in this instance for both pre and post-testing, and it provided two primary insights.

⁵Brown and Holtzman, SSIA Manual, P. 5.

First, it revealed their individual views of study habits and secondly, it offered a comparative measure of attitudinal change in their views due to the training program. A summary of test results is provided in Table 2 of the Appendix B. The three indices of study habits indicated a strong desire to attain knowledge (Delay Avoidance), but a less pronounced understanding of good Work Methods. The resultant Study Habits scores produced a distribution with 76% of the participants scoring above the standardized mean.

Study attitudes also showed a significant skewness in responses toward high Educational Acceptance and the seeking of Teacher Approval. The cumulative score for Study Orientation (a combined measure of Study Habits and Attitudes) showed that 68% of the participants scored above the standardized mean. These scores suggest a strong commitment by the participants to successfully master information presented to them.

A retesting of the aides was carried out, using this same instrument after all training had been completed. On every index of the test the average aide's scores increased. This shift in attitude may or may not be permanent, but it nevertheless indicates a broader commitment to good study habits and attitudes. The percentage of respondents exceeding the standardized mean score for study orientation increased from 68% to 82% of the participants.

The increasing degree of enthusiasm evident from these results suggests a strong desire and ability to master further material.

A realistic assessment of the probability of continuing education being sought by this group of teacher-aides is not possible. Their strong awareness of the economic benefits of receiving a degree in education or of other benefits accruing from further education does indicate a strong potential willingness to secure further education.

Supervisor Evaluation of Teacher-aides

Multiple choice questionnaires were submitted to the school principals to gather their evaluations of teacher-aide performance. These brief attitudinal surveys sought both factual background information on the aides and general evaluatory comments. The questionnaire and frequency distribution of responses are included in Table 3 of Appendix B. The majority of the aides seem enthusiastic toward their work and the children, with 36% indicating very strong enthusiasm for working with children. The aides provide an adequate speech model for the children and are very capable of providing effective discipline. The responses to a question evaluating the degree of professional staff-teacher-aide cooperation suggest few potential problems. Fully two-thirds of the responses indicated very satisfactory performance in this area.

The teacher-aides generally found their work enjoyable and worthwhile. The supervisors' attitude toward the aides' performance was not quite as enthusiastic, but only 20% indicated an attitude that seemed indifferent and no negative attitudes were recorded.

The teacher-aides are providing useful support for the teachers. In the instances actually observed, the aides were competent and relaxed. They generally had developed a good rapport with students.

The joint findings of the evaluatory questionnaire and the observed performance of the aides conclude that the aides are providing effective and dependable support for teachers in the classroom.

RECOMMENDATIONS

The teacher aide training program effectively realized all five of its planned objectives. The aides gained both useful knowledge and increased enthusiasm to continue improving their ability. The aides as a group exhibited an excellent attitude toward becoming more effective and knowledgeable. The importance of this asset should not be underestimated in planning future programs for teacher aides.

Their strong positive attitude and general good performance indicate that these persons were good choices to fulfill the role of teacher aide. Current selection procedures have been effective, but the attitudinal profiles developed from the IPAT 16 and Survey of Study Habits could serve as a further basis for screening future teacher aides. Such a process would select as aides persons with characteristics similar to the teacher aides in this training program.

The high motivation and generally competent performance of the teacher aides contains the seeds of a potential problem. The more experienced and capable each aide becomes the greater her feeling of "professionalism" and her need for some degree of professional recognition. It would probably be helpful to develop means of recognizing the improving abilities of teacher aides.

This first teacher aide training program can serve as a basis on which to build a continuing program to train new teacher aides. The basic format of the program has been successful and should be successful if repeated. Prior testing of participants' knowledge levels in areas to be covered by such a training program would be a useful addition to the overall training approach. Intensive, three week programs generally increase in effectiveness only if the course material is tailored in advance to each new participant group's needs.

Both the standardized test data and more subjective personal questionnaires, tests and interviews have supported the primary conclusion that the training program achieved its objectives. The participants in St. Bernard Parish's Teacher Aide Training Program were highly motivated towards effective teaching -- a trait that speaks well of the entire St. Bernard Parish Public School System.

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APPENDIX A

LOUISIANA STATE UNIVERSITY IN NEW ORLEANS
SPECIAL EDUCATION RESEARCH AND EVALUATION CENTER
LAKE FRONT NEW ORLEANS, LOUISIANA 70122

HOW CHILDREN AND YOUTH GROW, LEARN, AND DEVELOP

TEACHER AIDE TRAINING IN ST. BERNARD PARISH
SEPTEMBER 21-25, 1970

Name _____

The following test will be given prior to the training period and at the conclusion of the session on growth, learning, and development.

Each statement should be checked in the appropriate place as True, False, or Do Not Know. Please do not guess. If in doubt, check "Do Not Know." Two points will be given for each correct response. Four points will be taken from the total score for each incorrect response, and one point will be taken from total score for each response answered "Do Not Know."

- | | <u>True</u> | <u>False</u> | <u>Do Not Know</u> | |
|----|-------------|--------------|--------------------|--|
| 1. | _____ | _____ | _____ | A boy inherits more from his father than from his mother. |
| 2. | _____ | _____ | _____ | Traits due to heredity cannot be influenced by environment. |
| 3. | _____ | _____ | _____ | Some people are "born" teachers. |
| 4. | _____ | _____ | _____ | Children of well-educated parents will be born with higher intelligence. |
| 5. | _____ | _____ | _____ | Heredity is largely responsible for a child's personality. |
| 6. | _____ | _____ | _____ | The "limits" of a child's IQ is genetically determined. |
| 7. | _____ | _____ | _____ | The family is the most crucial influence in the lives of children. |
| 8. | _____ | _____ | _____ | Girls perform better than boys academically during early school years. |
| 9. | _____ | _____ | _____ | Boys are more creative than girls during early school years. |

| | <u>True</u> | <u>False</u> | <u>Do Not Know</u> | |
|-----|-------------|--------------|--------------------|---|
| 10. | _____ | _____ | _____ | Ninety percent of all children are right-handed. |
| 11. | _____ | _____ | _____ | The beginning school child who reads well can be expected to write well. |
| 12. | _____ | _____ | _____ | The rate of growth in early childhood is greater than in later childhood. |
| 13. | _____ | _____ | _____ | The child between nine and eleven years of age enjoys the most healthy years of his life. |
| 14. | _____ | _____ | _____ | A defense mechanism is something children utilize to minimize anxiety. |
| 15. | _____ | _____ | _____ | The withdrawn child is a more serious problem than the aggressive child. |
| 16. | _____ | _____ | _____ | Reinforcement appears more frequently than any other concept in learning. |
| 17. | _____ | _____ | _____ | Learning can take place even if a child does not "understand." |
| 18. | _____ | _____ | _____ | Some anxiety is actually a significant factor in motivation. |
| 19. | _____ | _____ | _____ | Sympathy and empathy are basically similar in dealing with children. |
| 20. | _____ | _____ | _____ | Special Education involves very few children. |
| 21. | _____ | _____ | _____ | The exceptional child is a term used in considering both retarded and gifted children. |
| 22. | _____ | _____ | _____ | Patience and tolerance are the most significant characteristics of teachers dealing effectively with maladjusted children. |
| 23. | _____ | _____ | _____ | Children often invite punishment as a means of attracting attention. |
| 24. | _____ | _____ | _____ | Children should be permitted to set the limits for themselves in the developmental process. |
| 25. | _____ | _____ | _____ | Recent studies reveal that more time is spent "maintaining law and order" in the classroom by the teacher than the actual time involved in the instructional process. |

AUDIOVISUAL MATERIALS ASSESSMENT

PART I. True-False Statements

(NOTE: Read each statement thoughtfully twice before recording your answer on the Answer Sheet. If the statement is completely true, print the word True in the appropriate space on the Answer Sheet. If the statement or any part of the statement is not true, print the word False in the appropriate space on your Answer Sheet.)

1. _____ Because cultural factors affect learning, students need a whole range of experiences with real things and visual representations.
2. _____ Students learn easily from printed and oral presentations and require only a minimum of first-hand and visual experiences.
3. _____ Most students learn best by working with ideas and with things.
4. _____ More information can be learned and retained longer when audiovisuals are used in teaching.
5. _____ Audiovisual materials are effective to the degree that they are personally meaningful to students.
6. _____ Audiovisuals are ends in themselves and not means to ends in teaching and in learning.
7. _____ A teacher runs the risk of dehumanizing teaching when he introduces audiovisuals into the educational program.
8. _____ A widespread criticism of audiovisual materials and methods is the lack of participation of students.
9. _____ One should consider the contributions of each of the various audiovisual materials and then select those most appropriate to instructional objectives and content.
10. _____ Audiovisuals, where properly used, involve those senses of students not always involved in traditional programs of teaching-learning.
11. _____ It is impossible to overuse audiovisuals because they motivate students to want to learn.
12. _____ A teacher does not have to plan for the use of audiovisuals since they are commercially prepared in advance to fit the lesson.
13. _____ More research is needed to prove the educational worth of audiovisuals in teaching and in learning.

PART II. Multiple Choice Statements

(NOTE: From among the six choices listed for each statement select the one that best fits the statement. Print the letter of the response (A, B, C, D, E, F) that you choose in the appropriate space on the Answer Sheet.)

14. In the past, teachers felt discouraged in their attempts to employ audiovisuals in their instructional program because
- A. equipment and materials had to be scheduled too long in advance
 - B. machines were cumbersome and materials were inadequate
 - C. rooms needed to be darkened
 - D. adequate classroom facilities were not provided for their use
 - E. all of the above
 - F. none of the above
15. In the past, the low status of audiovisual materials in education was due to the belief of teachers that
- A. no learning was taking place unless they were in front of the class talking
 - B. audiovisual teaching was a "low level" of teaching
 - C. "one teaches as one was taught" and most teachers experienced nothing but verbal classroom instruction during their own education
 - D. they lacked the educational "know-how" of operating audiovisual equipment
 - E. all of the above
 - F. none of the above
16. Historically, audiovisual media did not receive the use in education they deserved because
- A. classroom facilities were not suitable for their use
 - B. they were considered to be "enrichment devices" to be used if time permitted
 - C. time was not available to plan for the instructional use of audiovisuals
 - D. audiovisuals were generally considered to be secondary to verbal presentations by teachers, to textbooks, etc.
 - E. all of the above
 - F. none of the above

17. Originally, audiovisual materials were considered to be exclusively "aids" to instruction because teachers felt that
- A. no advanced planning was necessary
 - B. their use did not have to be justified on any other basis than that they made learning "fun"
 - C. they could be used to occupy spare time
 - D. they were to be used after textbooks were studied
 - E. all of the above
 - F. none of the above
18. One reason that audiovisual materials were viewed by teachers to be just aids was that
- A. the content of commercial materials often left much to be desired with respect to a teacher's immediate instructional needs
 - B. too many concepts for students to grasp were "jammed" into a single presentation
 - C. only a small part of audiovisual materials had content that actually fit the topic under study
 - D. the treatment of the subject was not handled in the way the teacher wanted to present it
 - E. all of the above
 - F. none of the above
19. It is evident that audiovisual materials are proving to be more than "aids"; they are proving to be
- A. change agents in instructional space design
 - B. stimuli that will invariably affect learning
 - C. an approach to instruction that will relieve teaching from the drudgery of routine drill
 - D. an approach to instruction that inevitably will reduce teacher planning time
 - E. all of the above
 - F. none of the above

20. The term "software" when applied to audiovisual materials means
- A. equipment like computers
 - B. teaching machines
 - C. programs to be used with audiovisual equipment
 - D. removable metal attachments
 - E. all of the above
 - F. none of the above
21. If audiovisuals are properly integrated into instruction, they can
- A. serve the specific aims of purpose and content
 - B. make learning fun
 - C. reduce teaching responsibilities
 - D. lengthen teaching time
 - E. all of the above
 - F. none of the above
22. Recent audiovisual developments have witnessed attempts by manufacturers to
- A. design machines exclusively for use in education
 - B. prepare materials exclusively for use with audiovisual media
 - C. develop instructional techniques exclusively for use in teaching-learning
 - D. bring machines, materials, and techniques together for educational purpose
 - E. all of the above
 - F. none of the above
23. Effective use of audiovisuals in education has promoted independent study programs for students because
- A. of the modest cost of independent study programs
 - B. of the extreme versatility of audiovisual materials in independent study
 - C. they put learning at the level and at the pace of the student
 - D. teachers feel it is educationally sound to recommend the independent use of audiovisuals by students
 - E. all of the above

24. The role of audiovisual media in instruction has been extended today because
- A. teachers are now trained in their use
 - B. teachers have experienced the help they can be in teaching
 - C. teachers see the recreational value of them
 - D. teachers now know that proper use of audiovisuals can increase learning
 - E. all of the above
 - F. none of the above
25. Before general acceptance of audiovisuals in education can be realized,
- A. their use will require prior consideration in curriculum planning, not afterthought
 - B. their application will have to go beyond classroom application
 - C. more suitable facilities will have to be provided
 - D. audiovisual directors will have to be appointed in each school
 - E. all of the above
 - F. none of the above
26. Extensive use of audiovisual materials in the last ten to fifteen years has shown that educational use of them can
- A. improve teaching-learning
 - B. lighten the teacher's load
 - C. free instructional time
 - D. reduce the number of teachers needed
 - E. all of the above
 - F. none of the above
27. Audiovisual materials can improve teaching-learning if they are
- A. carefully planned for
 - B. carefully selected
 - C. carefully produced
 - D. used within an over-all pattern (design) for instruction
 - E. all of the above
 - F. none of the above

28. One of the most influential audiovisual media capable of incorporating other audiovisual materials into its format is
- A. the overhead projector
 - B. the language laboratory
 - C. television
 - D. the camera
 - E. all of the above
 - F. none of the above
29. The extreme popularity of the overhead projector is due to
- A. its simplicity of operation
 - B. its flexibility of use
 - C. its modest price
 - D. the psychological effect it has of allowing the teacher to face students at all times during instruction
 - E. all of the above
 - F. none of the above
30. Widespread use of audiovisuals in education will eventually influence
- A. the "what" of educational programs
 - B. the "how" of educational programs
 - C. the "when" of educational programs
 - D. the "what", the "how", and the "when" of educational programs
 - E. all of the above
 - F. none of the above

PART III. Multiple Choice Statements

(NOTE: From among the four choices listed for each statement select the one that best fits the statement. Print the letter of the response (A, B, C, D) that you choose in the appropriate space on the Answer Sheet.)

31. One important advantage of the opaque projector is
- A. that it is used with only a small group
 - B. that it reproduces the images exactly as it appears on the visuals you use
 - C. that you do not have to rearrange the room in anyway, or
 - D. that it is the only machine that will project images from non-transparent materials.
32. When using a filmstrip the best method of inserting the film is to
- A. insert the film showing the title frame in an upside position
 - B. insert the film showing the title frame in a right to left and upside down position
 - C. insert the film just the way that it is taken out of the container or
 - D. insert the film showing the title frame in left to right and upside down position.
33. The best advantage of an overhead projector is
- A. it is simple to operate
 - B. it can be operated in a lighted classroom
 - C. teacher can face the class while using the projector, or
 - D. the lightness and portability of the machine.
34. Keystoning occurs when
- A. the group on either side cannot see the image
 - B. the group in the front sees only a blurred image
 - C. the group sees an image that is larger at the top than at the bottom, or
 - D. the group sees an image that is smaller at the top than at the bottom.

35. If a 16 MM film should break while being shown, you should
- A. stop the projector, take the film out of projector, and then send the film back to media center making a notation that film was broken.
 - B. stop the projector, splice the two ends of the film together with scotch tape, and then continue to show the film
 - C. stop the projector, take and run several additional feet through the machine, then take and insert this part of the broken film under the broken film that is on the take-up reel and roll it under, and then continue showing, or
 - D. stop the projector, take the film out of projector, repair the damaged film with correct splicing tape, then continue showing.
36. In order to determine the length of a 16 MM sound film, you should
- A. multiply the amount of footage by 24 frames per second
 - B. use a standard such as, 400 feet takes 11 minutes, and then add or subtract the total footage from this standard
 - C. run the film using a watch to determine the exact time, or
 - D. check the film guide to see how long the guide says that it takes to show the film.

LANGUAGE ARTS ASSESSMENT

Choose the best answer for each statement and put it in the proper space on the answer sheet. Do not write on this form.

1. Language changes gradually through the centuries
 - a. because people do not condemn this change enough.
 - b. because people are not as careful as they should be about falling standards of speech.
 - c. because it must change if it is to accommodate changing times and conditions.

2. Classroom teachers should get rid of the notion that there is only one correct pronunciation for each word because
 - a. no word has one and only one correct pronunciation.
 - b. any way the child pronounces the word is correct.
 - c. our dictionaries do not agree on the proper pronunciation of words.

3. Many so-called "commonly misspelled words" are commonly misspelled because
 - a. the speller is careless.
 - b. they violate common sense
 - c. the teacher has not demanded perfection.

4. The best way to get children to spell better is
 - a. to have spelling drills on long lists of words.
 - b. to have frequent spelling matches.
 - c. to encourage each student to compile, study, and master a personalized list of words he often misspells.

5. Children will learn to punctuate well
 - a. if they have memorized the rules of punctuation.
 - b. if they have been taught to listen to the voice in speech.
 - c. if they are punished for not punctuating correctly.

6. Many children dislike writing stories, themes, or paragraphs because
 - a. teachers do not teach children how to write
 - b. teachers have not corrected the writing enough
 - c. children have no interest in writing their thoughts.

7. Recent research in grammar points out that
 - a. learning the rules of grammar helps the student speak and write better.
 - b. traditional rules of grammar are unrealistic because they are increasingly at variance with the language of educated people.
 - c. diagramming sentences helps the student understand grammar.

3. Recent research in dialects points out that
 - a. the dialect of Huntley and Brinkley is the dialect everyone should use.
 - b. every person speaks several dialects, depending on the group he is with.
 - c. the people in the New Orleans area are wrong if they say "good mornin" for "good morning."

9. The dictionary is best used
 - a. to prescribe rules on how language should operate.
 - b. to point out the preferred way of pronunciation.
 - c. to record what people say and write.

10. Recent research concerning the parts of speech points out
 - a. no word by itself is any part of speech.
 - b. knowledge of the parts of speech helps one speak and write well.
 - c. the definitions of the parts of speech are easy for students to learn.

11. In order for the preschool child to have an extensive vocabulary
 - a. he must have new ideas about which to think and talk.
 - b. he should play only with other children in his home.
 - c. he should be seen and not heard.

12. The school environment for the young child should be
 - a. peaceful and quiet so that he can sleep when he wants to.
 - b. filled with rhythm, singing, talking, painting, and playing.
 - c. completely free of restrictions.

13. The young child who includes others in a conversational manner in what he has to say
 - a. should get special attention to stimulate them.
 - b. needs the background building experiences of a rich environment.
 - c. are sophisticated in the use of language.

14. Dramatic play is essential in the life of the young children because
 - a. it is a part of children's growing up.
 - b. they don't know how to do many other things.
 - c. the teacher doesn't have to plan for it.

15. Stories should be told or read to children because
 - a. children need to be kept quiet.
 - b. stories extend the listening ability and vocabulary of the children.
 - c. teachers can be sure children are getting only children's classic stories.

16. Research concerning the teaching of reading to kindergarten children points out
 - a. that no child in kindergarten should be encouraged or taught to read.

- b. the kindergarten children should be given an oral-visual reading readiness program .
 - c.. a formal reading program should be given to all kindergarten children.
17. Research concerning language in the primary grades points out that
- a. children do not know how to use language at age 5.
 - b. the language program should be the core of the entire school curriculum rather than a separate subject to be taught only during a brief period.
 - c. it is not the fault of the teacher if children do not maintain an interest in the use of language.
18. The language program in the primary grades should be informal because
- a. it is impossible to assign specific language skills to a particular grade.
 - b. language is not as important as reading.
 - c. the statement is incorrect and I disagree with it.
19. At the top of any list of objectives in the teaching of language to young children should be
- a. the development of standard usage.
 - b. the development of skill in the organization of ideas.
 - c. the development of fluency and naturalness in expression.
20. One of the following is not a situation for developing oral expression
- a. Play and activity periods
 - b. filling in blanks and drawing answers
 - c. informal conversing and discussing
21. One of the following is not recommended for a good handwriting program
- a. writing should be taught to every child as soon as he comes to school.
 - b. writing should be taught when children have achieved muscular coordination necessary for letter formation.
 - c. no child should be permitted to use his left hand in writing.
22. The first stage of the spelling program in the primary grades should consist of
- a. having the children write the words to be learned five times.
 - b. teaching children to listen accurately and to learn to discriminate among sounds.
 - c. having all children study the same words.
23. One of the following is untrue.
- a. language skills are most readily learned and mastered in the order set forth in the textbook.
 - b. the elementary teacher must not condemn the non-standard dialects of the children.
 - c. one way to avoid a barren, poorly motivated program of language instruction is to be sure children have a genuine reason for communicating.

24. The best way to prepare the child for writing (composition) in the elementary school is
 - a. to give the child a definite title to write about in class.
 - b. to have a discussion about the topic to be written about.
 - c. to assign the topic to be done at home.
25. One of the following is not true about the importance of good speech habits
 - a. in all matters of oral presentation, the teacher must set a good example of language usage.
 - b. the teacher should correct the child everytime he speaks incorrectly.
 - c. frequent and varied oral language situations must be provided.
26. The child whose voice has not developed natural qualities of volume and pitch can profit from
 - a. reading out loud.
 - b. listening to himself on a tape recorder.
 - c. participating in choral speech activities.
27. A child learns to be at ease and to speak effectively by
 - a. learning the rules for speaking.
 - b. memorizing what he has to say.
 - c. standing on his feet and speaking.
28. The first task in giving instruction in listening is
 - a. to make the children aware of its importance
 - b. to order the children to listen
 - c. to reprimand the children for not listening.
29. One of the following is not an activity for young children.
 - a. self-editing and proof-reading
 - b. debating
 - c. creative dramatics
30. One of the following statements is not conducive to stimulating oral language expression in the classroom
 - a. No child should speak unless he has received permission from his teacher.
 - b. children should be encouraged to speak to each other in conversational tones.
 - c. the classroom should be filled with stimulating objects, pictures, etc., to give the children something to talk about.

APPENDIX B

TABLE 1
DISTRIBUTION OF TEACHER-AIDE RESPONDENTS
ON IPAT 16 PERSONALITY TEST

| Personality Factors | First | Second & Third | Fourth |
|-----------------------------------|-------|-------------------|--------|
| A (Sociables Aloof) | 0 | 20 | 2 |
| B (Bright vs Dull) | 9 | 12 | 1 |
| C (Mature vs Immature) | 14 | 8 | 0 |
| E (Aggressive vs Mild) | 4 | 17 | 1 |
| F (Enthusiastic vs Glum) | 7 | 12 | 3 |
| G (Conscientious vs Undependable) | 22 | 0 | 0 |
| H (Extrovert vs Introvert) | 19 | 3 | 0 |
| I (Sensitive vs Tough) | 2 | 17 | 3 |
| L (Jealous vs Accepting) | 0 | 17 | 5 |
| M (Absent-minded vs Practical) | 3 | 17 | 2 |
| N (Shrewd vs Naive) | 7 | 15 | 0 |
| O (Timid vs Confident) | 5 | 15 | 2 |

TABLE 2
SUMMARY OF STUDY HABITS AND ATTITUDE TEST

| Test Indices | Pre-Test | Post-Test | Standard Mean | Standard Deviation |
|------------------------|----------|-----------|---------------|--------------------|
| Delay Avoidance | 37 | 40 | 25 | 10 |
| Work Method | 32 | 36 | 25.1 | 9.2 |
| Study Habits | 69 | 76 | 50.1 | 17.5 |
| Teacher Approval | 34 | 35 | 32.7 | 8.0 |
| Educational Acceptance | 36 | 38 | 31.4 | 8.3 |
| Study Attitude | 70 | 73 | 64.1 | 14.8 |
| Study Orientation | 139 | 149 | 114.2 | 29.7 |

1. Percentile norms for college Freshmen based on 3,054 cases.

APPENDIX C

School _____

Date _____

DESCRIPTIVE RATING SCALE

Name: _____ Principal: _____

1. How often do you see this worker in a work situation?
9% See her at work all the time
64% See her at work several times a day
27% See her at work several times a week
Seldom see her in work situation
2. How long have you worked with her?
Under one month
One to two months
Three to five months
100% Six months or more
3. This teacher-aide cooperates with other classroom employees?
68% Very well
32% Adequately
Inadequately
4. This teacher-aide disciplines students
31% Very effectively
59% Adequately
Ineffectively
5. She provides a _____ speech model for the students.
18% Very good
77% Good
5% Inappropriate

6. Which of the following describe best the teacher-aide's attitude toward her work:

- 41% Highly enthusiastic, very enjoyable
- 55% Enjoyable
- 4% Low enthusiasms, doesn't really like children

7. Her care and enthusiasm for working with children can best be described as:

- 36% Important, worthwhile job
- 50% A task that's enjoyable to perform
- 14% A job that happens to involve children

8. Which of the following best describe your overall attitude toward her work?

- 23% Diligent, enthusiastic
- 59% Dependable
- 4% Indifferent
- 14% Does her job, but could do better
- Laxidasical

9. The social-economic background of the teacher-aide appears to be _____ as that of the children in this school.

- 5% More affluent
- 95% Approximately the same
- Less affluent

QUESTIONS FOR APPLICATION FORM

1. Are you a mother? 100% Yes No

2. Do you have a child attending the school at which you work
(wish to work)?

41% Yes 59% No

3. Why do you want to be a teacher-aide?

"Like to be around children. Enjoy helping and getting
involved with children. The extra money helps also."

4. Do you live in the general vicinity of the school at which
you aide?

82% Yes 18% No

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