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ABSTRACT

This guide is designed both to explain the Drake University Teacher Aide Program to teachers cooperating with the program, and to provide the aide with practical and effective ways of providing service to the cooperating teacher. Two college courses make up this program: one for elementary education majors, and one for secondary education majors. Although there is considerable difference between the two courses, they both have a teacher aide experience, a community component, and a psychology component. The guide contains descriptions of the program in general and each course in particular, a list of procedures and responsibilities for those involved in the program, suggestions for utilizing teacher aides, and procedures for (a) evaluation of the aide as a potential teacher, and (b) evaluation of the program by the teacher aide. (A sample of the instrument used in the evaluation process is included in the Appendix.) (PB)

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HANDBOOK FOR TEACHERS AND TEACHER AIDES

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DES MOINES INDEPENDENT SCHOOL DISTRICT
DRAKE UNIVERSITY, COLLEGE OF EDUCATION



DES MOINES-DRAKE EDUCATIONAL INSTITUTE
DES MOINES, IOWA 50311

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HANDBOOK FOR TEACHERS AND TEACHER AIDES

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Procedures and Suggestions
for Students and Teachers Cooperating
In Education 165 and 166
Drake University
College of Education

Des Moines - Drake Educational Institute
26th and Carpenter
Des Moines, Iowa 50311

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THE DES MOINES-~~DRAKE~~ EDUCATIONAL INSTITUTE

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The Des Moines-Drake Educational Institute, established in 1969, is a cooperative effort between Drake University and the Des Moines Independent Community School District combining the resources of both Institutions to enhance the delivery of educational services in the urban area.

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TABLE OF CONTENTS

	Page
Des Moines Educational Institute.....	ii
Handbook Editorial Committee.....	iii
Table of Contents.....	iv
Introduction.....	v
Description of Program and Global Objectives.....	1
Procedures and Responsibilities	
The University.....	3
The Coordinator of Student Teaching.....	4
The Principal.....	5
The Teacher.....	5
The Teacher Aide.....	6
Description of Education 165 and 166	
Introduction.....	7
Child in Society.....	8
Professional Block I (Education 165).....	9
Suggestions for Utilizing Teacher Aides	
Secondary	11
Elementary.....	13
Evaluation Procedures.....	15
Appendix.....	16

Drake student evaluations of those courses which have included a teacher aide experience are generally agreed that the aide experience is the most relevant part of the course.

Each year approximately 200 elementary and secondary education students serve as teacher aides. Cooperating with the University in providing this important experience for emerging teachers are over 100 experienced Des Moines teachers.

This guide is designed both to explain the program to teachers cooperating with the program and to provide the aide with practical and effective ways of providing service to the cooperating teacher. The Handbook also delineates lines of coordination and areas of responsibility for all the cooperating parties.

It is hoped that this Handbook will help answer a need expressed by many teachers, principals, and college students.

GENERAL DESCRIPTION AND OBJECTIVES OF THE PROGRAM

For several years Drake University and the Des Moines schools have cooperated in providing third year students with an opportunity to become meaningfully involved in an elementary school, a junior high school or a senior high school classroom.

Two college courses have been the means by which this involvement has been made possible. The two courses are Education 166, (Child in Society) for elementary education majors, and Education 165 (Professional Block I) for students wishing to become high school or junior high school teachers. A part of both of these courses involves the student spending a period of time in a classroom as a Teacher Aide. The objectives established for the Teacher Aide Program include the following:

I. TO INVOLVE TEACHERS EARLY IN A COOPERATIVE EFFORT DIRECTED TOWARD:

- . the development of potential members of the profession
- . the selection and encouragement of potential teachers
- . the evaluation of pre-service teacher education programs.

II. TO ENABLE EMERGING TEACHERS TO:

- . see the role of the teacher through observation and active participation

- . do some self-evaluation about his/her capabilities as a prospective teacher
- . understand the physical, social and emotional status of students through observation and interaction
- . see various teaching strategies and approaches to the age level and subject area he/she may eventually teach and the student responses to these
- . obtain feedback from a professional about his/her pre-professional behavior and projected competence as a full-fledged teacher

III. TO PROVIDE ASSISTANCE TO TEACHERS IN DIVERSE PROFESSIONAL DUTIES INCLUDING:

- . routine classroom management
- . classroom and instructional preparation
- . instructional tasks

IV. TO PROVIDE THE TRAINING INSTITUTION WITH:

- . feedback on training programs
- . identification of additional areas needing emphasis
- . opportunities for continuing interaction with other educators

PROCEDURES AND RESPONSIBILITIES

Responsibilities of the University

- . Early in the semester the Chairman of the Teacher Education Department shall furnish the Coordinator of Student Teaching (School District) with a list of students to be placed. Hours of duty, grade and subject-matter choices, beginning and ending dates of service, and vacations to be observed will be indicated.
- . The Chairman will designate the liaison person to work with each school.
- . The University shall give teacher aides prior orientation to help them understand and practice professional ethics.
- . The University shall provide continuous guidance and counseling to help teacher aides understand the importance of, and how to further good relationships among teachers, children and aides.
- . The Chairman will notify the Coordinator of Student Teaching, the building principal, and the teacher of any cancellation of assignment.

Responsibilities of the Coordinator of Student Teaching

- . The Coordinator will serve as liaison between the School District and the University.
- . The Coordinator will identify teachers who desire the services of an aide.
- . The Coordinator shall have final responsibility for assignment of aides.
- . The Coordinator will notify the principal of the assignment of aides to his building.
- . The Coordinator will confer with principals, teachers, college personnel, and aides concerning suggestions for improving the program.
- . The Coordinator shall confer with Directors on any unresolved problems, suggestions for improvement, or changes in the program.
- . The Coordinator shall cooperate in updating guidelines for the teacher-aide program.
- . The Coordinator shall promote the professional growth of prospective teachers through serving as consultant for the teacher-aide program.

Responsibilities of the Principal

Building Principal

- . shall furnish the Coordinator of Student Teaching the names of those teachers desiring the services of an aide.
- . shall inform the teacher when assignment is made.
- . shall orient the teacher aide to his school.
- . shall confer with the Coordinator of Student Teaching and the University Supervisor concerning any problems which may arise or concerning suggestions for the improvement of the program.
- . shall see that the teacher-aide program is carried out in accordance with the guidelines.

Responsibilities of the Classroom Teacher

Classroom Teacher

- . shall orient, supervise, advise, and evaluate the aide.
- . shall have the right to make recommendation for the removal of an aide from the program. Any removal shall be discussed with the principal, the Coordinator of Student Teaching, and the University Supervisor.

Responsibilities of the Teacher Aide

Teacher Aides

- . are directly responsible to the principal and teacher with whom they work.
- . shall contact the principal's office first when reporting to the school to which assigned.
- . have a responsibility to be regular and punctual in attendance. Absences should be reported as far in advance as possible, and no later than 8:00 a.m. the day of absence, to the school in which they are working and to the designated college personnel.
- . must display a sense of loyalty to the school.
- . must consider the welfare of students of first concern.
- . shall refrain from divulging confidential information or from criticizing the students or the school system.
- . must have a proper regard for and practice professional ethics.
- . should show initiative for work but must be willing to adjust to the teacher's way of doing things in order to provide assistance.
- . shall demonstrate appropriate personal qualities, appropriate dress for a classroom, and use of appropriate English.

DESCRIPTION OF PROFESSIONAL BLOCK I AND CHILD IN SOCIETY

A student receives seven semester hours credit for either of these two courses. They are usually taken during the junior year and represent an important part of the four year Teacher Education sequence.

Although there is considerable difference between the objectives of the courses, they do have several components in common. Both have a teacher aide experience, a community component, and a psychology component.

The objectives presented on the following pages are written at the sub-goal level and are directed to the student.

OBJECTIVES FOR EDUCATION 166 (CHILD IN SOCIETY)

At the conclusion of this course you will have presented evidence or have demonstrated in specified ways that you:

- A. Have gained sufficient insight into your own behavior that you:**
 - (1) Know yourself well enough to assess your disposition to assume the roles defined for teachers and to develop professional collegiality with other teachers.**
 - (2) Have a perception of your potential strengths and weaknesses as a teacher.**

- B. Have gained sufficient insight into elementary education that you have developed:**
 - (1) A general (preliminary) philosophy of viable goals and methodologies.**
 - (2) A comfortable working relationship with children.**
 - (3) An understanding of the learning problems of the child.**
 - (4) A grasp of the many societal pressures which influences the behavior of the child in school.**

- C. Have become familiar with a variety of institutions, agencies, and other community resources which are important in providing for the sound growth and development of children. These specifically include:**
 - (1) Business and industrial resources**
 - (2) Social agencies**

- D. Have observed, identified, or practiced ways of effecting desirable changes in student behavior by:**
 - (1) Using positive reinforcement patterns with students.**
 - (2) Managing deviant behavior.**
 - (3) Building self-awareness and self-concepts of students.**
 - (4) Developing understanding of cultural pluralism concepts with students.**
 - (5) Reacting with sensitivity to the needs and feelings of others.**

OBJECTIVES FOR EDUCATION 165 (PROFESSIONAL BLOCK I)

At the conclusion of this course you will have presented evidence or have demonstrated in specified ways that you:

- A. Have gained sufficient insight into your own behavior that you:
 - (1) Know yourself well enough to assess your disposition to assume the roles defined for teachers and to develop professional collegiality with other teachers.
 - (2) Have a perception of your potential strengths and weaknesses as a teacher.

- B. Have gained sufficient insight into secondary education that you have developed:
 - (1) A general (preliminary) philosophy of viable goals and methodologies.
 - (2) A comfortable working relationship with the adolescent.
 - (3) An understanding of the learning problems of the adolescent.
 - (4) A grasp of the many societal pressures which influences the behavior of high school youth.
 - (5) A basic knowledge of the political and legal structure which directs and influences education.

- C. Have developed a preliminary repertoire of basic instructional skills such as:
 - (1) Effective questioning techniques.
 - (2) Concept teaching.
 - (3) Selecting appropriate media for classroom use.

- D. Have synthesized skills, perceptions, attitudes in such a way that you can exemplify teaching behaviors including:
 - (1) Organizing instruction around goals and objectives.
 - (2) Sequencing learning.
 - (3) Individualizing instruction.

- E. Have observed, identified, or practiced ways of effecting desirable changes in student behavior by:
- (1) Using positive reinforcement patterns with students.
 - (2) Managing deviant behavior.
 - (3) Building self-awareness and self-concepts of students.
 - (4) Developing understanding of cultural pluralism concepts with students.
 - (5) Reacting with sensitivity to the needs and feelings of others.

Suggestions for Utilizing Student AidesSecondary

The Education 165 students are placed in high schools or junior high schools usually with a teacher in their academic major. The kind of assistance the aide can provide is very much related to the nature of the major field. In those classes that are activity-oriented, i.e. physical education, art, theatre, science laboratories, instrumental music, vocal music, and certain business education subjects, aides can perform a wide variety of helpful tasks. Prior to the aide portion of the course, the students have had experience in questioning techniques, concept teaching, small group interaction, unit planning, and writing objectives, among other teaching tasks.

In many instances the students have highly developed skills and competencies within their academic field. Many cooperating teachers have been able to utilize these skills to the advantage of both the class and the teacher aide.

The following list of types of activities aides might perform is not intended to be all-inclusive. It will vary with subject matter areas, the level of the course, and the abilities of the aide.

Routine Duties

- . Correct test papers that do not require subjective evaluation
- . Record grades
- . Read announcements
- . Complete routine forms
- . Perform any clerical duties

Classroom Preparation

- . Operate equipment, such as movie projector, slide projector, tape recorder
- . Prepare audio-visual materials
- . Prepare bulletin board displays
- . File and catalog materials
- . Duplicate materials
- . Take attendance
- . Check supplies

Instructional Duties

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- . Listen to a student read his own written story
- . Listen to a student read
- . Assist a slow student in finishing work or catching up
- . Take charge of a small group which is working on a teacher-assigned special project while the teacher works with another group.
- . Listen to a small group discussion
- . Help students learn proper use of tools and equipment
- . Help students with instructional media
- . Help students to use programmed materials
- . Help students with subject material missed during absences
- . Sing with a group of students
- . Play a musical instrument for the students
- . Work directly with students in an art project which has been introduced
- . Assist with teacher-assigned club activities
- . Help students understand teacher's directions
- . Help students locate information
- . Assist students in the library (select books, find information)
- . Take responsibility for the class for a few minutes only if an emergency. An aide is not to be used as a substitute teacher.

Suggestions for Utilizing Student AidesElementary

As was indicated prior for secondary school teacher aides, the following list is not all-inclusive but will vary with grade level, subject matter area, and the ability of the aide.

Routine Duties

- . Correct test papers that do not require subjective evaluation
- . Assist young children to put on and take off outdoor clothing
- . Aid teacher in an emergency situation if a child is hurt or ill
- . Assist with playground duties, hall duties, or "bus chores" under the direction of the teacher
- . Aid teacher in organizing recess time into directed games and activities
- . Help care for students in assembly programs
- . Assist in taking students to and from various places in school (such as lunchroom, nurse's office, principal's office)
- . Assist in supervising noon lunch under direction of teacher
- . Assist in taking group of children on a trip
- . Talk quietly with a student who is upset
- . Help students move from one activity to another
- . Help students learn to play together (such as sharing toys and materials, taking turns)
- . Greet visitors to the room
- . Read announcements
- . Complete routine forms
- . Perform any clerical duties

Classroom Preparation

- . Operate equipment, such as movie projector, slide projector, tape recorder
- . Prepare audio-visual materials
- . Prepare bulletin board displays
- . File and catalog materials
- . Duplicate materials
- . Take attendance
- . Check supplies

Classroom Preparation (cont'd)

- . Collect milk money
- . Get classroom ready for next day
- . Check on temperature, fresh air, and lighting in the classroom

Instructional Duties

- . Play games with students, such as rhyming games, guessing games, finger games
- . Interest a restless student in some of the available activities
- . Listen to students talk such as "Show and Tell"
- . Give a student a chance to show he can do something well
- . Listen to a student tell a story
- . Listen to a student read his own written story
- . Listen to a student read
- . Assist a slow student in finishing work or catching up
- . Act out stories with students
- . Read and tell stories to students
- . Take charge of a small group which is working on a teacher-assigned special project while the teacher works with another group
- . Listen to a small group read
- . Help students learn proper use of tools and equipment
- . Help students with instructional media
- . Help students to use programmed materials
- . Supervise students while watching television or a film if a certificated teacher is present
- . Help students with subject material missed during absences
- . Sing with a group of students
- . Play a musical instrument for the students
- . Work directly with students in an art project which has been introduced, such as bulletin board, Christmas decorations
- . Help students get ready for an assembly program
- . Assist with teacher-assigned club activities
- . Help young children learn to use crayons, scissors, paste, paint.
- . Distribute papers
- . Show students how to clean, organize, and put away materials
- . Help students understand teacher's directions
- . Help students locate information
- . Assist students in the library (select books, find information)
- . Take responsibility for the class for a few minutes only if an emergency. An aide is not to be used as a substitute teacher

EVALUATION PROCEDURES

Evaluation of student progress in the professional blocks takes place continuously during the semester. While the student is serving as an aide, cooperating teachers are asked to respond periodically with a convenient and simple checklist which is mailed by the principal in a pre-addressed envelope to Drake University. Informal evaluation takes place as the result of the Drake Advisor's visits to the cooperating school.

Teachers are also asked to respond to a simple one-page questionnaire which solicits their judgement as to the aide's potential as a teacher.

Drake University policy requires that student evaluation of professors and courses be conducted each semester. In Education 165 and 166, the teacher aide experience is included in the course evaluation.

Prior to the end of each semester an advisory council composed of one representative from each cooperating school meets to provide suggestions and feedback to the chairman of Teacher Education and the faculty teaching and supervising the block.

All information collected from the several evaluation sources is made available to both students and cooperating schools.

Samples of the instrument used in the evaluation process are included in the Appendix.

EVALUATION

2. Weekly Evaluation from Cooperating Teacher

Name of Ed. 165 Student _____

Number of days present (Circle one) 1 2 3 4
 Week ending - Apr. 11 Apr. 18 Apr. 25 May 2

Excellent Good Growing Poor N/A

For this week:

Performance in assigned responsibilities has been..	_____	_____	_____	_____	_____
Relationship with students has been.....	_____	_____	_____	_____	_____
Relationship with staff has been.....	_____	_____	_____	_____	_____
Potential for a teaching career based on work is...	_____	_____	_____	_____	_____

Supervising teacher

3. Student and Program Evaluation (Summative)

Teachers are asked to respond to the following questions.

	Yes	No
1. Do you feel that the teacher/aide performed within the terms of the document called 'Guidelines for Utilizing Teacher Aides from Ed.165 and Ed. 166 classes'?	_____	_____
2. Intuitively, would you say from your work with this student that he has the potential to function adequately as a classroom teacher?	_____	_____
3. As a participating teacher are you satisfied with the 'Guidelines for Utilizing Teacher Aides...'?	_____	_____
4. Were you satisfied with the overall supervision and liaison provided by Drake faculty?	_____	_____
5. May we depend on your participation in this program during subsequent semesters?	_____	_____