DOCUMENT RESUME

ABSTRACT
          This document describes a five-week program designed
to assist and train paraprofessionals in the classroom. Goals of the
program include the following: That paraprofessionals and community
volunteers become more effective and knowledgeable about their
students, about teacher relationships, their role, school
functioning, and more accepted as performing a valuable, professional
role. Five general topics are treated: (1) role clarification and
communication; (2) child growth and development; (3) multicultural
studies; (4) basic skills in mathematics and reading; and (5)
classroom management. The program is designed to be flexible and
adaptable to meet the expressed needs of individual schools. (JD)

PARA EDUCATOR TRAINING PROGRAM

K-6

UNIVERSITY OF SOUTHERN CALIFORNIA

SCHOOL OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

With Grateful Thanks to Teacher Corps

For Their Assistance

UNIVERSITY OF SOUTHERN CALIFORNIA

Through the School of Education,

Department of Teacher Education

has designed and developed 2 pilot

Paraprofessional training programs.

This is the result of that effort...

Elsa Brizzi, Director
Para Educator Training

TABLE OF CONTENTS

INTRODUCTION

The training program is designed for five weeks in which
there is a sequenced presentation of concepts and a designed
continuity leading to paraprofessionals and community vo. un-
teers in the classroom becoming more effective and knowledge-
able about their students, teacher relationships, their role,
the school functions, and generally, more integrated and
accepted as a valuable role in the school process, especially
with the community.

The training is based on viewing the role in a profes-
sional capacity - the Para Educator.

Included along with the evaluation and the indepth de-
scription of the training philosophy, is the overview of the
two successfully completed pilot projects.

Briefly, the training philosophy of the program includes
establishing a receptive environment within the school and
trainee group, a needs assessment of individual schools, an
information base of existing programming intent, type of
trainee and school population. These are all factors for
tailoring of training. Types of trainers most effective, a
variety of training strategies in affective and cognitive
areas, and continuity of training beyond the program are
also part of the design.

6

The material and scripts used for training classes are separate and not included. They are designed to be flexible and adaptable to meet the expressed needs of individual schools.

PARAPROFESSIONAL TRAINING PROGRAM

OVERVIEW:

In 1965 the Elementary Secondary Act was enacted by Congress to bridge the gap between the educationally advantaged and disadvantaged children. These funds followed by successive federal and state allocations, are geared to compensate for the inability of our present school system to meet the needs of the child who is not performing at grade level in basic skills. As a result of these fundings, auxiliary personnel were hired and are continuing to be hired to assist the teacher in meeting these needs.

Since 1965, there has been a steadily growing number of community personnel participating in the educational process at schools where compensatory education and special funding exist.

These paraprofessionals are a resource to the school in many ways. They bring with them the essence of the community, its values, attitudes, culture; and can assist the educational school community in the understanding the community they serve. They represent community models within the classroom and the school.

The role of the paraprofessional in education is validated through federal and state funding sources which mandate in-service training and community participation. The recent

bilingual legislation requires linkage with a four year insti-
tution or university to provide systematic academic advancement
for the professional and the paraprofessional.

Districts and schools involved in meeting the needs of a
constantly changing diverse population, and responsive to those
needs have hired paraprofessionals to assist. State and federal
funding sources provide the needed additional financial support.

They are now faced with the mushroom effect, a paraprofes-
sional work force, with all its potential in various states of
skill development. The range of training practices for the
paraprofessional have varied greatly from district to district
and from school to school within the same district, dependent
upon the availability of resources. They have, since their
inception, been used in a variety of ways responsible to a
variety of people, such as: the teacher, the administrator,
the resource teacher, the district. There is a need for role
definition, an outline of responsibilities, and an acquisition
of accommodative skills with input from the school-community
where they serve.

There is a need for an initial comprehensive training
program for the paraprofessional designed around the individual
school needs and related to the indigenous school population.
This training design would involve the total school community in
assessment of the role and provide input and participation.

9

The fundamental training base would then allow the local

school site to follow up with inservice based on emerging

relevant needs of the paraprofessional.

PROGRAM RATIONALE:

Paraprofessionals, working at a school site employed by

the district, and community volunteers are provided with 40

hours of classwork and 50 hours of field application. The

program is designed for those in the community school who pro-

vide a diversity of services which intimately and vitally touch

children's live. The program's thrust is towards enhancing

the paraprofessionals' understanding of their role and function,

increasing their knowledge of child growth and development, and

developing the accommodative skills and expertise to implement

this understanding and knowledge within the framework of school

community. This is an experiential-learning, performance and

reality-based program.

SPECIFIC OBJECTIVES:

* Examine the responsibilities of the paraprofessional
  in the school, the classroom and in the community,
  within the framework of district guidelines.

* Identify principle concepts in the psychology of
  learning, child development, personality,
  socialization, and dynamics of behavior.

* Improve their skills in interpersonal and intergroup
  communication.

* Improve their ability to work with individuals and
  groups in planning, problem solving and decision
  making.

10

* To improve their understanding of multicultural variables.

* To develop positive working relationships in the school community.

* To develop accommodative knowledge and under-standing in implementation of basic skills.

* To provide a base for continuing teacher-paraprofessional inservice programs.

FOCUS:

* Modeling method in training.

* Hands-on information and materials related to immediate classroom application and use.

* Involve district, school administration, teachers, supportive staff, and parents in training.

* Provide continuing input for program adjustment.

PROGRAM TAILORING:

* Training on site.

* Assessment of total school in training content.

* Special emphasis on school population.

* Adapting training and trainers to school site needs and trainee needs.

* Training related to grade levels.

* Use of on site materials and curricula.

CORE CURRICULUM:

1. Role Clarification - Communication

2. Child Growth and Development

3. Multicultural Studies

4. Basic Skills - Reading and Math

5. Classroom Management

CONTENT OF CORE CURRICULUM:

Role Clarification examines the responsibilities of the paraprofessional in the school, the classroom and in the framework of district guidelines.

Communication focuses on improving interpersonal and intergroup communication skills and techniques.

Child Growth and Development provides the developmental patterns of the child's physical and mental growth in the learning process, K-12. This is then related to the acquisition of specific skills a child needs at each grade level. Classroom approaches and techniques are explored to improve physical and learning developmental skills.

12

Multicultur   ilds the understanding
language, (...ues and promotes respec
for cultural   ...ity within the school comm...ity.
Special emphasis is on indigenous school popula-
tion and related to trainees working with a
culturally diverse population.

Basic Skills, reading and math is geared to
specific grade levels, texts and school materials
which are integrated into the training. Basic
Skills content is emphasized and developmental
phases are explored related to classroom approaches
and strategies. Based on this theme, creative
hands-on materials are developed and field tested
with peers.

Classroom Management is designed to assist the
trainee in learning accommodative techniques by
designing and managing individual and small group
instruction in ways which successfully meet the
defined learning needs of the student. Basic
Skills Lab approaches are used, as well as accom-
modative factors of learning style, learning
content, learning rate and learning environment.
Various types of media and school equipment is
used in teaching strategies. A teacher-child
management system are also devised.

PARA EDUCATOR PROGRAM DESIGN

I.

    A. To provide pre-service ar   nservice teacher aide
       education and training to persons employed in the
       public schools and community persons for immediate
       classroom application and to increase the use of
       paraprofessionals in a variety of responsibilities
       to function as part of the educational team.

    B. To provide a more comprehensive training structure
       of systematic development for possible district
       increment plan and/or degree potential through
       academic advancement.

II.

Relationships of Institutions

    A. School Districts

       1. To identify a pilot school as a training site.
       2. Identify paraprofessional and community people
         to participate.
       3. Assist in establishing an incentive policy for
         participants.
       4. Establish linkage with district, community
         college and the University of Southern California
         in relationship to training.

    B. University of Southern California

       1. Provide on site expertise and personnel for in-
         service training adapted to particular site needs.
       2. Responsible for over all program design and
         implementation of field training.
       3. Provide assistance in establishing academic credit
         through the University and the community college
         for each participant.
       4. Assist in establishing a consortium with the
         district, community college and the University.

    C. Community College

       1. Assist in designing and adapting a continuum
         of on site field related sequence of training for
         academic credit leading to an A.A. degree.
       2. Assist in providing classes on site for continuing
         education that arise from the needs of the field
         training.

III.

Financial Support Systems

A. Distri͏   ͏ financing for training through
   exist   f.   ͏l and state funding sources.

B. Coordination of student financial aid at the
   University.

C. Developing through the University related support
   systems involving federal, state and other
   financial potential.

TRAINING TEAM

When implementing a training design viewed as a process, selecti   nd function of the training team is of paramount
.... .. A coordinator role is necessary to maintain program direction and provide continuity. This role entails preparing a receptive environment for training and to generally establish a collaborative training effort, for the school, district and institutions. This includes the gathering of preliminary background data for program tailoring, opening lines of communication within t... school for flow of information, providing trainee field tr o experiences, class observations during training, ne; ; assessment for continuing site inservice as a result of t.   ing, program evaluation and post training followups. Th coordinator is the link between trainee and trainer, teacher and paraprofessional, school and training program.

Each of the trainers must have the qualities of sincerity, realness and absence of a facade, one who has confidence in the capacity of the human organism, thus he/she is a real person in relationships with trainees. The trainer makes himself/herself and his/her special knowledge and experience clearly available to the trainees and provides trainees contact with real problems.

Each must have expertise in his/her areas of the core curriculum, as well as, practical knowledge and experience in

16

the present day diverse educational environment. Additional qualifications are communication skills, flexibility, and the ability to adapt information and materials to varying audiences.

The trainers should also represent a multicultural group, realizing that we live, and schools do exist in this environment.

This particular team not only included trainers, but had curriculum advisor who translated training into written script and assisted in developing course content which provided credit from community colleges for the training.

PARA EDUCATOR TRAINING PROCEDURES

I. Pre-training Procedures

A. District

1. Presentation of program

2. Selection of school

3. Board approval

4. Contractual arrangements between the University
   and school district

5. Incentive System

   a.) U.S.C. Continuing Education certificates
   b.) Credit through community college
   c.) Other such as: District tests, career ladder, employment
   d.) Babysitting, transportation, i.e.

B. School Administration

1. Paraprofessional training needs of school
2. Ethnic distribution
3. Provide:
   a.) Facility (room)
   b.) Review of materials and media equipment
       for incorporation into program
   c.) Provide school compensatory education
       plan and district guidelines for
       paraprofessionals
   d.) School procedures for reporting
       during training
   e.) Time line - starting and completion
       dates - days or day per week for:

   a.) 1-8 hour class/week
   b.) 2-4 hour classes/week

   f.) Use of school resources and resource
       personnel for training
   g.) Responsibility of teacher-aide
       collaborative participation

C. School Staff

1. Presentation
2. Overview of training program
3. Assessment and priorities
4. Responsibilities of teacher - p/p team
5. Time line for teacher - p/p pre-teaming

18

D. Training Strategies

- Designed to meet a diversity of needs
- Multicultural and language awareness
- Modeling
- Diversity of presentation
- Individualized
- Group interaction
- Use of group as resource persons
- Affective
- Cognitive
- Use of community resources
- On-going coordination
- Class visitation & follow-ups
- Constant feedback between training groups and school staff
- Needs assessment for post inservice sessions
- Incentive system

E. Follow-up

1. Technical assistance and maintenance of effort
2. Assessment of program impact

PRELIMINARY PLANNING

To implement a successful quality training program with long range goals and provide all   nts with the maxi-mum of service and accommodation, many factors had to be considered in planning.

The training program is offered on site to accommodate each individual school and addresses itself to the school as it exists in an attempt to design an "all win program" for all participants, with ownership invested in that school. District, administrators, teachers, trainees are all contributors for initial input, implementation and followup.

Pre-assessment deals with posing questions about the schools' environment leading to program tailoring with the total school staff: administration, teachers, resource personnel, paraprofessional/community volunteers, parent, i.e. As assessment can be accomplished in a variety of ways, interview technique was selected as the method to gather information related to group and individual needs.

Special emphasis is given to school population. What types of child is this school educating? What kinds of special programs exist in this environment to meet his/her needs? How can the training interface with the diversity of the school population and its programming?

What is the makeup of the tra: group   ere   their base line of information? If the group comprises mostly volunteers, training focus in different then with an employed group of paraprofessionals. Regarding communication in the training process, is facility in another language an issue?

What types of materials and texts are in use at the school? What types of approaches are being used to teach reading and math? Is bilingual education a factor, or E.S.L.?

The answers to these questions in pre-assessment procedures provide a picture of the school. This information along with the needs expressed by staff and trainees is then overlayed on the program's core content to adapt training and trainers to the school site reality. (I & II PILOT SCHOOLS).

Another accommodative factor in preliminary planning is establishment of a multiple incentive policy for trainees. What needs to happen to allow community persons the opportunity for training and that their participation is valued? The training program, itself, is designed to interface with community college requirements for three units of credit, but other considerations at the school level need to be met for trainees, such as, providing babysitting, and possibly transportation depending on group needs.

Training as a Strategy

This training program, designed for five weeks, is a sequenced presentation of concepts and a designed continuity

leading to paraprofessional and community volunteers in the
classroom becoming more effective and knowledgeable about
their students, teacher relationships, their role, basic
skill development, material and human resources use, the
school functions, and generally, a more integrated and
accepted valuable role in the school process, especially
with the community.

To bridge the gap between the community and the school
the training program focuses on paraprofessional, working
at the individual school site employed by the district and
school community volunteers. It is designed for those in
the community school who provide a diversity of services
which intimately and vitally touch children's lives. Training
seems to be a comfortable, understandable vehicle for opening
lines of communication among the professional and non-
professional and to begin the process of interacting, relating
and building on strengths within the educational process.

The program's thrust is towards enhancing the parapro-
fessionals' knowledge of child growth and development, and
developing the skills and expertise to implement this under-
standing and knowledge within the framework of school-community.
It is an experiential learning, performance and reality-
based program. From the specific objectives, the core content
was developed, the five strands, a base of knowledge needed
to work effectively with all children.

22

This training base allows the local sites to followup
with continuing relevant on-going inservice after termination
of training period and provides a flexible model to be used
for new groups of personnel as they emerge.

TRAINING

The training is based on viewing the role in a professional capacity... the Para Educator. The medical professional in creation of the para-medic give credibility and visibility to this concept, and that it can be accomplished through training. It would then follow that the trained para educator would be a more valued knowledgeable participant in the schooling process. In formulating this concept of para educator, the training was designed so that it would eventually lead to the professionalization of this role in education.

The program provides a training base with specific objectives outlined and detailed in trainer scripts. The materials, developed for training, supplement the core curriculum and are designed to be flexible and adaptable and that they will continue to grow and change as new groups and individual contributions are made through training. Picture the training process as a series of transparencies, the first being the school and staff needs, then the attitudes and experiental elements of training staff and trainees, overlayed on the core content which has been tailored to school needs, and then finally overlay the dynamics of the actual training itself and its relationship to future inservice.

The underlying theme that runs through the training is that each participating member trainee and professional staff is a valued contributor, with unique qualities and resources.

The training team concentrating on this accommodative process creates a facilitative climate, and provides resources designated by core content and adapts the material to individual and group needs. Each individual, from the material shared by trainer and trainee through group process, begins to get a better understanding and a acceptance of self and his/her relationships and values related to others. An exciting kind of personal, and intellectual learning occurs and change comes about.

The 40 hour training period has a growth promoting climate having a certain attitude and experiental elements to enhance personal development. These particular factors are not a result of technical knowledge or ideological sophistication, they are personal human qualities, related to what a person experiences, not something he knows.

What are the physical characteristics of the para educator training program? Paraprofessionals, working at individual school sites employed by the district, and community volunteers are provided with 40 hours of classwork and 50 hours of field application. The 40 hours of classwork comprises the core content, the five sequenced strands divided into 8 hour blocks. Each trainer, with expertise in that particular area, has his/her classroom core block of 8 hours and has a script and materials designed for that strand implementation. The coordinator present at all training sessions, insures the

25

continuity and focus of all five core areas.

In order to establish group cohesiveness, continuity and assure group interaction, the training is designed for 5 weeks with no less than 4 hour blocks of time. One 8 hour class per week or two consecutive 4 hour classes per week, this time block option is left to the school's discretion.

The trainee group should simulate a classroom population in size for trainer modeling is designed in the process. In this manner the paraprofessional has the opportunity to experience a variety of teaching techniques which are immediately transferrable to the classroom.

School materials such as texts and games, as well as, school approaches to teaching content are included in strands. The on site resources personnel share and participate in implementing training.

The responsibility of supervising teacher and the para-professional in training is established and an agreement is reached for collaborative participation. The paraprofessional shares and implements training experience in the classroom setting and the supervising teacher accepts the role of assisting in the planning and guidance, the beginning develop-ment of a partnership in meeting the needs of students.

During the program the coordinator is on site for training periods and an additional day to visit classrooms and to assist

26.

trainees and supervisory personnel in implementing training
and to receive input for training adjustment and emphasis.

Field trips for trainee familiarization of community
resources are also part of the program as well as orienta-
tion and training in use of school equipment and machines.

At completion of training a needs assessment is formu-
lated for on-going inservice needs based on further informa-
tion needed by trainees in execution of their role.

The program provides a followup of 2 month after training
to provide technical assistance and maintenance of effort and
for assessment of program impact.

PARA EDUCATOR PROGRAM PILOT SCHOOLS

VALENCIA PARK ELEMENTARY SCHOOL
FULLERTON ELEMENTARY SCHOOL DISTRICT

MAGNOLIA AVENUE ELEMENTARY SCHOOL
LOS ANGELES CITY SCHOOLS
(AREA "F")

28

VALENCIA PARK ELEMENTARY SCHOOL

3441 VALENCIA DRIVE

FULLERTON, CALIFORNIA 92633

2/4/76 - 3/4/76

INSTRUCTIONAL AIDE TRAINING AND

PROGRAM SCHEDULE

Valencia Park Elementary School
Multipurpose Room
1:00 p.m. - 4 p.m.
Wednesday & Tuesday
Starting Wednesday, February 4, 1976
5 Weeks
Babysitting is provided

Wed. Feb. 4:	The Role of Instructional Aides
Thurs. Feb. 5:	Communication
Tues. Feb. 10:	Multicultural Awareness
Tues. Feb. 10:	Bilingual Education (languaging)
Wed. Feb. 11:	Multicultural Awareness
Wed. Feb. 18:	Child Growth & Development
Thurs. Feb. 19:	Child Growth & Development
Wed. Feb. 25:	Basic Skills - Reading
Thurs. Feb. 26:	Basic Skills - Math
Wed. March 3:	Classroom Management
Thurs. March 4:	Classroom Management

Elsa will be at school Wednesday & Thursday and also every Tuesday for input from school staff and community regarding the program.

Pick a day for a visit to Media Center (Nicholas Jr. High) (1 hour).

Learn to use the:
Laminator
Ditto
Thermomax

Bring any materials you want to prepare and meet Elsa in front of the Multipurpose room.

February 17:   10:00 - 11:00 a.m.
  March 2:   1:00 - 2:00 p.m.

30

VALENCIA PARK E ENTARY SCHOOL
FULLERTON ELEMENTA SCHOOL DISTRICT

I. tor Training Information

A. ncer ve System

. U.S.C. Para Educator certificates through Continuing
ation Department.

Three units of credit from Cypress Junior College.

sitting provided.

opportunity for employment within schools as positions

B. Description - K-6

1. School size - 700 population

   Location - suburban

2. Type of population area - small city

3. Compensatory education funding
   Title I
   ECE.

4. Ethnicity
   75% White
   24% Mexican-American
        Black
        Asian
        Other

6. Elementary, K-6

C. Needs Assessment

1. Administration and resource teachers

2. Teachers

3. Instructional aides

. Volunteers

D. Training Group

1. 6 - Instructional aides
   19 - Community volunteers

2. Ethnicity
   4 - Mexican-American
   20 - White
   1 - Vietnamese

3. Age group - 21-55 years of age

31

4. Education-majority high sch⊐⊐l graduates, 6 in
   community colleges

5. School work experience - 6 e⊐⊐⊐yed as instructional
   aides - 3 had volunteered at ⊐⊐fferent times

Would like to be a teachers aide at this school, because
I have my girls at this school, also would like to be a
volunteer.

Would like to be a teachers aide at this school, I don't
drive so this school would be convenient for me.

I am a volunteer in the Library on Wednesday at 9:00 a.m.
to 2:00 p.m., I also have a daughter in the 2nd grade.

Would like to be very helpful as a teacher aide, also
it would help me financially.

I am presently a volunteer but I would like to become a
teachers aide.

I am employed at the L.A. Sheriff's Department as a
secretary, am interested in becoming an aide.

I am an instructional aide for Room 13 from 9:00 till
12:00, and I am a grandmother, and it keeps my brain
working.

Instructional aide for Rooms 10 and 12.

Instructional aides for Rooms 3 and 4 also- Media Center
and Library during lunch recess.

I am bilingual teachers aide for Room 1 in kindergarten.

I am not an aide at this time, but I have one year ex-
perience as an aide in a kindergarten class. Would like
very much to become a volunteer once more. Having the
opportunity to earn a certificate and become a paid
aide is great.

Have no aide position now but would like one.

I am a den mother and teach sunday school, I would like
to be a teachers aide.

Do volunteer work and hopefully become a Para-Educator.

I am a housewife and mother and I hope to become a Para-
Educator.

VALENCIA PARK ELEMENTARY SCHOOL

STAFF NEEDS ASSESSMENT

1-12-76

I would like to know how to type, use the ditto machines and
laminate. I would like to know about child development, what
to expect of a child in a certain level, feel confident in
these skills to know about classroom management and I'd like
to have an overview of math and reading skills K-6.

Feel confident in these skills to have some foresight about
what can be done ahead of time and confidence to communicate
with teacher and her ideas - Although this has to do with
teacher too.

Type and operate business machines, speak phonetically correct
english (for 1st grade reading).

To work independently, handle discipline.

Learn how to run the machines i.e. Ditto, laminator.

I would like to work with young children, learn how to use
business machines and some music, art, and p.e. skills.

Anticipate teacher needs, be able to control small groups.

Assist the children in their questions (language and
comprehension skills), business machines (how to operate),
help for tutorial or remedial work (those absent or needing
S.E.A. etc), and set up worksheets in math.

How to know when a child is procrastinating, spend a little
time at home studying and prepairing, Learn the picture clues
for phonics by taking home the materials I prepare for an
aide - (Not "drag along" with the kids!)

Know how to say all the English sounds and read them
independent of other sounds, translate notes into Spanish
(Bi-lingual).

Help with children who have limited English skills (I have
a Spanish aide, help conference parent, list and work with
remedial prereading and math skills.

VALENCIA STAFF

IS

INVITED

TO

A WORKSHOP IN LANGUAGING

Through the University of
Southern California

On differences and similarities in English language
learning;

Cognitive learning and contrasts of Spanish and
English;

Developing reading skills in monolingual and bilingual
children;

\Examination of materials and teaching strategies for
working with children of limited English-speaking ability.

TUESDAY FEBRUARY 10, 1976

READING LAB

3:00 - 4:00

Thank you for your interest

Elsa Brizzi,
Para-Educator Coordinator

I really enjoyed the class, and I learned how to work better with children.

I think this type of class is a very good thing to have. I really enjoyed it. The only suggestions I have is that the section on Bilingual Education should be changed. I didn't get a lot out of it the way it was presented.

More time needed on Math and Reading Skills. Enjoyed Child Growth and Development and Classroom Management. Fee I learned new ways to approach my children on punishment and with just general learning.

A very good opportunity to learn more. Thank you

The course should be extended to include more extensive information regarding discipline and skills for the classroom. Perhaps less need for creative factors. Have gained a great deal from this course and it has stimulated many thought areas regarding classroom aiding.

I have learned how to deal with children in certain situations. I have learned the importance of individualism in children. I have learned how to work with other teachers.

More on Problem Solving, more on Reading and Math, less on Bilingual Education.

I enjoyed the class. I learned many new things about Classroom Management, punishment, about people. I truly enjoy working with children and hope to work into a paid instructional aide

I've learned that children have feelings, should communicate with others, including teachers. To speak up when they have problems. More about discipline.

I have learned to be much more tolerant of my own habits and of all children's habits. I have grown to have more patience with all things that don't always happen the way I'd like. I have become more interested in becoming a professional. In handling problems in small groups, it has become easier to me and learning to control myself have become most important to me.

I've never worked with children in a classroom. With these class sessions I have learned so much about the children and teacher in the classroom. I didn't realize there was so much to know in teaching children. I would like to know more on how to make school more interesting for my 10 year old. He always says he hates school especially math. I try to put it across that math can be fun and its very important in any walk of life. I enjoyed these sessions very much.

MAGNOLIA AVENUE ELEMENTARY SCHOOL

1626 ORCHARD AVENUE

LOS ANGELES, CALIFORNIA   90006

3/10/76 - 4/8/76

INSTRUCTIONAL AIDE TRAINING AND

PROGRAM SCHEDULE

Magnolia Elementary School
12:00 - 4:00
Wednesday & Thursday
Starting Wednesday March 10, 1976
5 Weeks

Wed. March 10: The Role of Instructional Aides

Thurs. March 11: Communication

Wed. March 17: Multicultural Awareness

Thurs. March 18: Bilingual Education (languaging)

Wed. March 24: Child Growth and Development

Thurs. March 25: Child Growth and Development

Wed. March 31: Basic Skills - Reading

Thurs. April 1: Basic Skills - Math

Wed. April 7: Classroom Management

Thurs. April 8: Classroom Management

Elsa will be at school Wednesday & Thursday and also every Tuesday for input from school staff and community regarding the program.

One Tuesday we'll use to visit the district Media Center. (1 hour).

Learn to use:

Laminator
Ditto
Thermomax

Bring any materials you want to prepare. We'll decide times and dates in class.

I. Para Educator Training Information

A. Incentive System

   1. U.S.C. Para Educator certificates through
      Continuing Education Department
   2. Three units of credit from Los Angeles City
      Community College
   3. Three hour instructional aides were paid for
      training through compensatory education funds

B. School Description

   1. School size - 1700 population
   2. Location - urban (inner city)
   3. Type of Population - metropolis
   4. Funding
      Title I
      ECE
      Bilingual
   5. Ethnicity
      90% Spanish surname
      10% White, Black Asian, other
   6. Elementary, K-6
   7. Bilingual Classes
   8. ESL components

C. Needs Assessment

   1. Administration and resource personnel
   2. Teachers
   3. Education aides

D. Training Group

   1. 25-3 hour education aides III
      1 - community volunteer
   2. Ethnicity 2/3's of group bilingual Spanish-English
      representing Latin American countries and Mexico.
      1/3 representing a mixture of culture
   3. 25-women
      1-man
   4. Age group - approximately 18-55 years of age
   5. Education - ranges from high school graduates
      through college
   6. School work experience - beginning to 4 years
      experience

MAGNOLIA SCHOOL

TEACHER NEEDS ASSESSMENT

PARA-EDUCATOR TRAINING

3-1-76

Basic Skills

Writing - Cursive - Manuscript

Curriculum at grade level

Positive Reinforcement

Math - Metric

Math terms Spanish - English

Bulletin Board

Vowel Sounds (vowel rules)

Spanish - English

E.S.L. - Basics

1st grade word games

Professionalism - sign in procedures for absentism

Time block for observing

Discipline tricks

Non-verbal communication

40

NEEDS ASSESSMENT
MAGNOLIA SCHOOL
INSTRUCTIONAL AIDES
PARA - EDUCATOR TRAINING
3/10 - 4/8

BASIC SKILLS READING - MATH
MATH (8)
READING (6)

HOW CHILDREN GROW & LEARN
DISCIPLINE (7)

MANAGEMENT
MOTIVATION (3)

BUSING CHILDREN
LEARN HOW TO RUN PROJECTORS
LEARN ALL TRAINING STRANDS (3)
MORE CLEAR DEFINITIONS OF TERMS USED BY TEACHERS

EDUCATION AIDE III
EDUCATION AIDE III (RESTRICTED)

DEFINITION

Assists a teacher or other certificated employee in conducting instructional
activities, providing pupil services, controlling behavior, and communicating
with parents, and performs related manual and clerical tasks.

TYPICAL DUTIES

Assists a teacher or other certificated employee by performing paraprofessional
duties such as:

Reading to pupils, drilling them in materials presented by a teacher to
maintain or improve learning skills, assisting pupils in library activ-
ities, correcting work papers and scoring tests, and supervising a
group while the teacher is busy elsewhere in the classroom.
Collecting and distributing materials; monitoring classes during tests;
helping to set up or arrange furniture, audio-visual, and other equip-
ment; and storing or disposing of materials.
Monitoring or checking assigned areas to assist in enforcing safety and
disciplinary rules.
Making home contacts or visits to review school or center programs with
parents or community groups, to assist in establishing or maintaining
favorable relationships, to resolve problems related to attendance
or behavior, and to encourage parental involvement.
Posting information on records, filing materials, storing supplies,
running errands, operating simple office equipment, and performing
other miscellaneous duties.
Preparing instructional, display, and work materials.
May accompany pupils on bus trips.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

An Education Aide III works in a school or Children's Center under the
immediate supervision of a teacher or other certificated employee. Assigned
duties involve assisting in instructional activities with direct contact with
pupils. An Education Aide III (Restricted) performs similar duties and is
employed in accordance with Education Code Section 13581.2 or 13581.5.

An Education Aide III (Spanish Speaking) performs similar duties in a position
which requires fluency in Spanish.

An Education Aide II performs a variety of routine manual tasks, assists in
home-school communications, and performs simple, pupil-related clerical work,
but does not assist in presenting educational material or reinforcing learning.

MULTICULTURAL & LANGUAGE

TAILORING

MULTICULTURAL UNIT

Magnolia Avenue Elementary School

Phase I.

Group exploration of factors dealing with formation of
cultural values.

Use of multicultural in curriculum.

Use of school - class as a multicultural resource.

Group Planning - multicultural presentations dealing
with:

  a. individual

  b. family

  c. the community

Phase II.

Oral language rationale in first and second language
acquisition.

Oral language development.

Uses of oral language for facilitating transition.

Presentation and development of oral language materials
and resources.

The first and second language acquisition and its
relationship to reading, English-Spanish.

MULTICULTURAL REPRESENTATION OF
MAGNOLIA TRAINING GROUP

Countries

Philippines

Honduras

Puerto Rico

Mexico

Korea

Costa Rica

Nicaraqua

El Salvador

United States

Arizona

California

Arkansas

One Day Field Trip

● To stores in community dealing with teaching
and bilingual materials.

● Visit to districts' multicultural material
center.

PARA EDUCATOR TRAINEE EVALUATION

MAGNOLIA AVENUE SCHOOL

4-8-76

I sincerely feel that I have learned how to improve myself
so that I may serve others better, therefore, I am able to
do a better job of helping others in reading, math, disci-
pline, knowing themselves and I also got to know my co-workers
better. I would like to know more about the new math.

I think this class have been wonderful. The teachers who
have come to bring us this fine message are great and our
teacher is a wonderful one. We have learned a lot and is
surprisingly the way we have learned to work with children.
This has been a great experience.

I really enjoyed the classes, I think many of my problems
will be easier to solve, the most interest ng things was
to learn why children behave in some ways and how we can
handle them.

Substantial stuff, instruction wise. Should have been better
with more responsive students. Great course objectives,
but don't know if application is possible - feasible in our
classroom.

I like the class very much. And hope we will continue
having more. It has helped me in speaking up in saying
what I feel, and in expressing myself more.

I enjoyed the class very much, I like the classroom
management presentation the most. I could relate with the
class what she said.

About the class, I'm satisfied, I have learned alot of
things that I should know; the teachers are very under-
standing and they did a good job.

I like my teacher, and all the children, and I like to
work with all of them.

I enjoyed the classes.

More practical - less theoretical.

MAGNOLIA SCHOOL

ON-GOING GROUP NEEDS ASSESSMENT

FOR CONTINUING PARA EDUCATOR WORKSHOPS

1. Visits or guests from museums and libraries in the area

2. E.S.L. need more help

3. How about some Spanish classes

4. E.S.L. need more help

5. More E.S.L. materials and ideas

6. How about a session with the teacher we're working with

7. E.S.L. need more help

8. These same kind of classes for teachers and aides, these
    great ideas won't work if the teacher doesn't do the
    same.

9. Ideas and more help for E.S.L.

PROPOSED CLASSES AT MAGNOLIA

All who are interested in taking classes during the summer
or on weekends for a degree 3-9 units in Human Services
from L.A.C.C. here at Magnolia, please sign up. I need to
give it to Elsa to present to the principal.

EVALUATION

Carol L. Short

University of Southern California

Principal Investigator

48

The Theoretical Model for the

Meaning of Words Inventory

C.L. Short, Ed.D.

A theoretical model and findings reported in professional literature relating to specific areas of teaching for para educator education documenting and supporting the selection of the concepts composing the Short Meaning of Words Inventory used in this investigation is herein presented.

1.00 Communication-Interaction

1.10 Students. Crosbie (1974) identified the ability to relate to and maintain rapport with students as crucial to the success of a teacher aide. Carter (1970) cited the importance of positive relationships between aides and students which broaden the bases of opportunity for personal acceptance and provide new avenues of involvement for students.

1.20 Teacher. Augenstein and Tennis (1971) reported the beneficial effects of concentrated placement of student teachers. Their research indicated that the placement of groups of student teachers within a school facilitated communication. Crosbie (1974) selected the ability to relate to teachers as a basic qualification for teacher aides.

1.30 Principal. It was found that on-site, field centered programs of teacher education were correlated with higher ratings of principals (Short, 1976).

2.00 Mexican Culture

2.10 Spanish Speaking. The Mexican-American Education
Research Project (Taylor, 1970) recommended the use of
indigenous Spanish-speaking personnel as teacher-aides to
enhance teacher effectiveness. The need to capitalize on and
develop further the Mexican-American student's talent in
using the Spanish language was emphasized. Carter (1970)
presented the benefits to be gained when an aide can speak
the language of students who are not native speakers of
English and can exemplify some of the culture represented
in that language as obvious for the bilingual teacher aide who
can communicate with students in ways that are not available
to teachers who are not members of that sub-culture.

2.20 Culture in Teaching. Numerous authors (Ceja, 1973;
Drake, 1976; Engle, 1975; Nava & Sancho, 1975) have stressed
the importance of culture in teaching. The Mexican-American
Research Project (Taylor, 1970) identified insufficient
understanding of the differences in cultural attitudes and
psychological conditions of Mexican-American children as
being a major causal factor in the relative isolation of
these students.

3.00 Implementing Instruction

3.1.0 Listening Skills. Metfessel (Metfessel & Sena,
1970), with research involving more than three thousand

50

children, clearly demonstrated the importance of listening skills to the success of economically disadvantaged children. Lundgren and Shabelson (1974) stressed the importance of listening skills for teachers.

3.2.0 Math Games. Broussard (1971) identified math games as important variables in an individualized approach to improve mathematic achievement of inner-city children. Carl (1975) emphasized the importance of games in all areas as activities for paraprofessionals.

3.3.0 Rewards. The importance of immediate reinforcement by both teachers and teacher-aides for both affective and cognitive behavior has been repeatedly cited (Da Silya & Lucas, 1974; Harrison, 1967; Musgrove, 1974; Sivick & Harbour, 1975).

3.4.0 Planning Lessons. Helping the student teacher plan successfully was identified by Kuehl (1973) as a critical behavior task of the effective supervising teacher. De Young (1975) reported that the effective supervising teacher provided guidance in planning instruction.

3.5.0 Punishment. Punishment as defined in the paraprofessional program, the absence of reward, was cited in the studies in section 3.3.0.

3.6.0 Machines used in Teaching. Beach (1973) in a review of publications listing tasks to be performed by

teacher aides identified audio-visual assistance and the utilization of media as a frequent assignment of paraprofessionals.

3.7.0 Small Group Instruction. Tretton (1973) hypothesized that the greatest degree of contribution to direct instruction by the paraprofessional will most likely be found in small group situations. Cornejo (1973) insisted that aides must use small group instruction when working with Mexican-American students.

3.8.0 Small Group Discussion. Small group discussion was identified as a critical factor in the individualization of instruction (Metfessel, 1974).

3.9.0 Classrooms. Several studies (Colella, 1974; Daunt, 1972; Zupp, 1973) have established that more uncritical positive attitudes towards the classroom and teaching are to be found in graduates of experimental programs featuring constant emphasis on discussion, activity and feedback.

3.1.1 Reading Games. The direction of reading games was one of the most frequently cited activities of classroom aides (Beach, 1973; Harrison, 1967; Ward, 1975). Burt (1976) concluded that a variety of reading approaches which included reading games produced significant positive change in reading scores.

3.1.2 Individualized Teaching. Broussard (1971) demonstrated that culturally different children scored higher when they had benefit of programs of individualized instruction. Cornejo (1973) called individualized instruction a necessity for the Mexican-American child.

3.1.3 Following Directions. Carl (1975) cited the importance of following directions. He stated aides must "keep pupils on task" (p. 28). Da Silva and Lucas (1974) noted the importance of following directions for maintaining classroom routine.

4.00 Teach-Aide Self

4.1.0 Sharing Information. The beneficial effects of concentrated placement of student teachers on the sharing of information was reported by Augenstein and Tennis (1971) and Short (1976).

4.2.0 Developing Personal Skills. Krafft (1967) found interpersonal training that was aimed directly at the kinds of interpersonal skills to be used in subsequent teaching developed personal skills. It was demonstrated by Olszewski (1975) that paraprofessional training in the development of personal skills was a significant factor in attitudinal change.

4.3.0 Looking at Self. Self-directed goals and self evaluation or looking at self were integral components of

53

education programs as reported by Busby et al. (1974),
Krajewski and Cate (1974), and Zupp (1973).

4.4.0 Solving Problems. Laine (1975) called for all
teaching groups, teachers, aides and parents to develop
problem solving skills through creative exploration of
alernatives. The need for the paraprofessional to develop
problem solving skills or the "self as helper" concept was
cited by Carl (1975) and Olszewski (1975).

4.5.0 My Professional Growth. Paraprofessional and
teachers education were correlated with the concept of
personal professional growth by Metfessel (1974) and
Olszewski (1975).

Interpretative Guide For The

Meaning of Words Inventory (Dr. Carole Short)

According to Osgood, Tannebaum and Suci in their
classic work, THE MEASUREMENT OF MEANING (1957) positive
attitudes of individuals are generally indicated when a
given concept, idea or statement is conceived of as being:

     (1) fair rather than unfair

     (2) Strong rather than weak

     (3) pleasant rather than unpleasant

     (4) active rather than passive

     (5) large rather than small

     (6) sharp rather than dull

     (7) sweet rather than sour

     (8) heavy rather than light

     (9) fast rather than slow

The basic purpose of the evaluation was to determine
whether overall positive attitudes existed at both pre and
post testing periods. For example, for the first critical
variable, i.e., the paraprofessionals attitudes towards
STUDENTS (page 1 of the Meaning of Words Inventory) a
positive attitude of "fair" rather than "unfair" was
indicated if the paraprofessional marked 3, 2 or 1 on the
"fair" (left side) of the "fair" - "unfair" bipolar conti-
nuum.

Neutrality would be indicated by a mark of 0. An unfavorable attitude would be indicated by a mark of 1, 2, or 3 to the "unfair" (right side) of the bipolar continuum. As may be observed, for computor and scoring organization, a completely left "fair" (number 3) was converted to 7.00 while a completely "unfair" on the right hand side (also number 3) was converted to a value of 1.00. Thus it follows neutrality (0) would receive a value of 4.00. The scores of 5.84 (pre-test) and 5.73 (post-test) are on the "fair" side of the continuum and are consequently reflective of positive attitudes during both testing periods. This was the major concern of the evaluators, the general nature of the attitude structure.

To avoid "response sets" (marking habits of subjects which affect both the validity and reliability of instruments) the bipolar adjectives were alternated with "fair" bei on the left one time for the top concept on the page and on the right for the bottom concept on the page. Position was also changed with "fair" - "unfair" being listed first for the top concept and "unfair"- "fair" being listed seventh for the bottom concept.

THE IMPORTANT THING IS SIMPLY THAT A POSITIVE ATTITUDE MUST BE ABOVE 4.00.

For those wishing a more finite interpretation of the

data directionality is found on the right hand side indica-
ted by a "+" or "-" and statistical significance at the
.05 "level of confidence" by an asterisk (").

08963

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

SYMBOL FOR PRETEST: 0	THEORETICAL TAXONOMY #: 1.10	STUDENTS	SYMBOL FOR POST TEST: X

5.84 FAIR :3: :20X ::|:: :O:: ::|:: :2: 5.73:3: UNFAIR −

5.57 WEAK :3: :2:: ::|:: :O: ::|:: X 0 :2: 5.26:3: STRONG −

6.15 UNPLEASANT :3: :2:: ::|:: :O: ::|:: X :2:05.57:3: PLEASANT −

5.68 ACTIVE :3: :2: 0 X ::|:: :O: ::|:: :2: 5.31:3: PASSIVE −

4.42 LARGE :3: :2: X0 ::|:: :O: ::|:: :2: 4.52:3: SMALL +

5.63 DULL :3: :2: ::|:: :O: ::|:: X 0 :2: 5.36:3: SHARP −

5.21 SWEET :3: :2: X0 ::|:: :O:: ::|:: :2: 5.31:3: SOUR +

MEANING 4.15 LIGHT :3: :2:: ::|:: :O::X0 ::|:: :2: 4.05:3: HEAVY −

OF 4.89 FAST :3: :2:: X ::|:: 0 :O:: ::|:: :2: 5.21:3: SLOW +

WORDS INVENTORY # 4.50
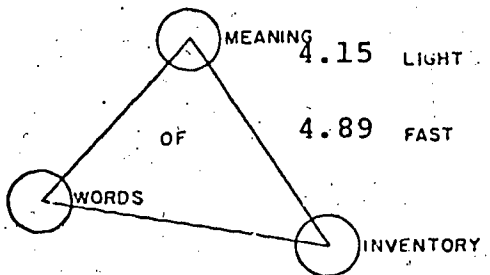
MY PROFESSIONAL GROWTH

5.15 SOUR :3: :2:: ::|:: :O:: ::|: 0 X:2: 5.73 3: SWEET +*

4.42 HEAVY :3: :2:: ::|:: X0 :O: ::|:: :2: 4.52 3: LIGHT +

4.47 SLOW :3: :2: ::|:: :O: 0 :X :2: 5.15 3: FAST +*

5.73 PLEASANT :3: :2.X0 ::|:: :O: ::|:: :2: 5.84 3 UNPLEASANT +

4.84 SMALL :3: :2: ::|:: :O: 0 :|: X :2: 5.10 3 LARGE +

5.15 SHARP :3: :2: X 0::|: :O: ::|: :2: 5.78 3 DULL +*

5.57 UNFAIR :3: :2: ::|: :O: ::|:: :2: 5.57 3 FAIR 0

5.42 STRONG :3: :2: X 0 :|: :O: ::|: :2: 5.68 3 WEAK +

5.73 PASSIVE :3: :2: 58 ::|: :O: ::|: X 0 :2: 5.42 3 ACTIVE −

08979

**BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK**

**ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.**

ON FIRST SHEET ONLY — FILL IN SEX :::: BOY :::: GIRL
FILL IN GRADE :::: 1st :::: 2nd :::: 3rd :::: 4th :::: 5th :::: 6th :::: 7th :::: 8th :::: 9th

PRETEST: 0		# 1.30	PRINCIPAL			POST TEST: X
6.33 FAIR	:3:	0X:2:	::1::	:O:	::1:	:2:6.29 :3: UNFAIR —
6.00 WEAK	:3:	:2:	::1::	:O:	X1:	:2:6.00 :3: STRONG 0
6.16 UNPLEASANT	:3:	:2:	::1:	:O: X	::1: 0	:2:5.89 :3: PLEASANT—
6.16 ACTIVE	:3:	0 :2: X	::1::	:O:	::1:	:2:5.89 :3: PASSIVE—
5.11 LARGE	:3:	:2: 0 ::1: X		:O:	::1:	:2:4.63 :3: SMALL —
5.94 DULL	:3:	:2:	::1::	:O:	::1: X 0	:2:5.68 :3: SHARP —
5.77 SWEET	:3:	:2:0 X	::1::	:O:	::1:	:2:5.68 :3: SOUR —
4.11 LIGHT	:3:	:2:	::1:	:O0	::1:X	:2:5.47 :3: HEAVY +*
4.61 FAST	:3:	:2: 0 X :4:		:O:	::1:	:2:5.31 :3: SLOW —

MEANING OF WORDS INVENTORY

		# 3.10	LISTENING SKILLS			
5.66 SOUR	:3:	:2:	::1:	:O:	::1: X0	:2:5.63 :3: SWEET —
5.16 HEAVY	:3:	:2: 0 ::1: X		:O:	::1:	:2:4.78 :3: LIGHT —
4.94 SLOW	:3:	:2:	::1:	:O:	0 :1: X	:2:5.15 :3 FAST
6.33 PLEASANT	:3:	0 :2: X	::1:	:O:	:1:	:2:5.52 :3: UNPLEASANT —
4.83 SMALL	:3:	:2:	::1:	:O	0:1: X	:2:5.68 :3 LARGE +*
5.55 SHARP	:3:	X:2: 0	::1:	:O:	:1:	2:6.15 :3 DULL +*
5.72 UNFAIR	:3:	:2:	:1:	:O:	:1: X0	2:5.63 :3 FAIR
5.94 STRONG	:3:	X :2 0	:1:	:O:	:1:	2:6.15 :3 WEAK +
6.05 PASSIVE	:3:	:2:	:1:	:O	:1:	X 2:05.94 :3 ACTIVE —

59

0.8987

	ON FIRST SHEET ONLY	FILL IN SEX	BOY	GIRL			
		FILL IN GRADE	1st	2nd	3rd	4th	5th 6th 7th 8th

PRETEST: 0   # 2.20 | CULTURE IN TEACHING | POST TEST:

6.15 FAIR   ::3:: X0 ::2::   ::1::   :O: ::1::   :2:6.21 :3: UNFAIR +

5.94 WEAK   ::3::   ::2::   ::1::   :O: X0 ::1::   :2:5.84 :3: STRONG −

5.94 UNPLEASANT ::3::   ::2::   ::1::   :O: 0X::   :2:6.00 :3: PLEASANT +

5.73 ACTIVE   ::3:: :2:X 0 ::1::   :O: ::1::   :2:5.94 :3: PASSIVE +

5.57 LARGE   ::3:: :2: ⊠ ::1::   :O: ::1::   :2:5.57 :3: SMALL 0

5.52 DULL   ::3:: :2::   ::1::   :O: ::1:: 0X :2:5.57 :3: SHARP +

5.47 SWEET   ::3:: :2:X 0 ::1::   :O: ::1::   :2:5.78 :3: SOUR +

MEANING 4.68 LIGHT   ::3:: :2::   ::1:: 0X :O: ::1::   :2:4.78 :3: HEAVY +

OF   5.15 FAST   ::3:: :2: X 0 ::1::   :O: ::1::   :2:5.52 :3: SLOW +

WORDS

INVENTORY   # 2.10 | SPANISH SPEAKING |

5.26 SOUR   ::3:: :2::   ::1::   :O: ::1:X0 :2:5.08 :3: SWEET −

4.21 HEAVY   ::3:: :2::   ::1::   0 :O: X ::1::   :2:3.94 :3: LIGHT −

4.52 SLOW   ::3:: :2::   ::1::   :O: 0 X::   :2:5.00 :3: FAST +

5.21 PLEASANT   ::3:: :2: X0 ::1::   :O: ::1::   :2:5.47 :3: UNPLEASANT +

4.42 SMALL   ::3:: :2::   ::1::   :O: 0 ::1:: X :2:5.57 :3: LARGE + *

5.52 SHARP   :3: :2:X0 ::1::   :O: ::1::   :2:5.63 :3: DULL +

5.10 UNFAIR   :3: :2::   ::1::   :O: ::1:0 X :2:5.68 :3: FAIR + *

4.42 STRONG   3 :2:   X: 0 :O: ::1::   :2:5.00 :3: WEAK + *

4.68 PASSIVE   3 :2: 60 ::1::   :O: 0 ::1:: X :2:5.47 :3: ACTIVE + *

NAME _____ LAST ___ MIDDLE ___ FIRST ___ GRADE ___ SEX ___ M OR F ___ DATE OF BIRTH ___ YEAR ___ MONTH ___ DAY

DATE ___ YEAR ___ MONTH ___ DAY ___ AGE ___ SCHOOL ___ CITY ___

TEACHER ___

IDENTIFICATION NUMBER

08984

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY

FILL IN SEX BOY GIRL

FILL IN GRADE 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0   # 3.60   MACHINES USED IN TEACHING   POST TEST: X

5.26 FAIR   :3:   :2:X   0:.:.   :O: :.:   :2:5.94 :3: UNFAIR +*

4.63 WEAK   :3:   :2:   :.:.   :O: 0 :.:. X   :2:5.36 :3: STRONG +*

5.08 UNPLEASANT :3:.   :2:   :.:.   :O: :.:. 0 X :2:5.36 :3: PLEASANT +

5.05 ACTIVE   :3:   :2:   X0:.:   :O: :.:.   :2:5.21 :3: PASSIVE +

4.52 LARGE   :3:   :2:   X:.: 0 :O: :.:.   :2:5.05 :3: SMALL +*

4.78 DULL   :3:   :2:   :.:.   :O: 0 :.:. X   :2:5.31 :3: SHARP +*

4.89 SWEET   :3:   :2:   X:.:.0   :O: :.:.   :2:5.31 :3: SOUR +

MEANING
4.26 LIGHT   :3:   :2:   :.:.   :O: 0   :.:. X   :2:5.31 :3: HEAVY +*

OF
4.78 FAST   :3:   :2:   X :.:.0   :O: :.:.   :2:5.57 :3: SLOW +*

WORDS
INVENTORY   #4.40   SOLVING PROBLEMS

4.89 SOUR   :3:   :2:   :.:.   :O: 0 :.:. X   :2:5.73 :3: SWEET +*

3.68 HEAVY   :3:   :2:   :.:. X :O: 0   :.:.   :2:4.52 :3: LIGHT +*

4.89 SLOW   :3:   :2:   :.:.   :O: 0 :.:. X   :2:5.42 :3: FAST +*

5.31 PLEASANT   :3:   :2: X 0 :.:.   :O: :.:.   :2:5.63 :3: UNPLEASANT +

4.94 SMALL   :3:   :2:   :.:.   :O: 0:.:. X   :2:5.21 :3: LARGE +

5.31 SHARP   :3:   :2 X 0 :.:.   :O: :.:.   :2:5.73 :3: DULL +

5.26 UNFAIR   :3:   :2:   :.:.   :O: :.:.0 X :2:5.63 :3: FAIR +

5.15 STRONG   :3:   :2: X 0 :.:   :O: :.:.   :2:5.57 :3: WEAK +

5.26 PASSIVE   :3:   :2:   :.:.61 :O: :.:.X0   :2:5.21 :3: ACTIVE −

08977

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

FILL IN SEX :::: BOY :::: GIRL
ON FIRST SHEET ONLY
FILL IN GRADE 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0   # 3.90

| CLASSROOM | POST TEST: X |

6.00	FAIR	:3:	:0 X	::1::	:0:	::1::	:2:5.63 :3: UNFAIR + *
5.63	WEAK	:3:	:2:	::1::	:0:	::1:: X 0 :2:5.36 :3: STRONG -
6.26	UNPLEASANT	:3:	:2:	::1::	:0: X ::1::	:0:4.78 :3: PLEASANT -
6.00	ACTIVE	:3:	:0 X	::1::	:0:	::1::	:2:5.78 :3: PASSIVE -
4.42	LARGE	:3:	:2:	X:: 0	:0:	::1::	:2:5.00 :3: SMALL + *
5.42	DULL	:3:	:2:	::1:	:0:	::1: X0 :2:5.31 :3: SHARP -
5.78	SWEET	:3:	:2:0 X	::1::	:0:	::1::	:2:5.31 :3: SOUR -
3.42	LIGHT	:3:	:2:	::1: 0 X :0::	::1::	:2:3.89 :3: HEAVY +
5.15	FAST	:3:	:2:	X::1::	:0:	::1::	:2:5.15 :3: SLOW 0

MEANING OF WORDS INVENTORY   #3.11

| READING GAMES |

5.26	SOUR	:3:	:2:	::1::	:0:	::1:X0	:2:5.05 :3: SWEET -
4.57	HEAVY	:3:	:2:	::1: 0 :0: X ::1::	:2:3.52 :3: LIGHT -
5.00	SLOW	3:	:2:	::1::	:0: 0 ::1:X	:2:5.05 3 FAST +
5.94	PLEASANT	:3:	:2:0 X	::1::	:0::	::1::	:2:5.36 3 UNPLEASANT -
4.21	SMALL	3:	:2:	::1::	:0:0 X ::1::	:2:4.47 3 LARGE +
5.68	SHARP	3:	:2: 0	::1:: X :0:	::1::	:2:4.42 3 DULL -
5.68	UNFAIR	:3:	:2:	::1::	:0:	::1:X0 :2:5.31 3 FAIR -
5.47	STRONG	3:	:2: 0 ::1: X	:0:	::1::	:2:4.47 3 WEAK -
5.15	PASSIVE	3:	:2:	::1:	:0:	::1:0 X :2:5.26 3 ACTIVE +

62

08978

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK
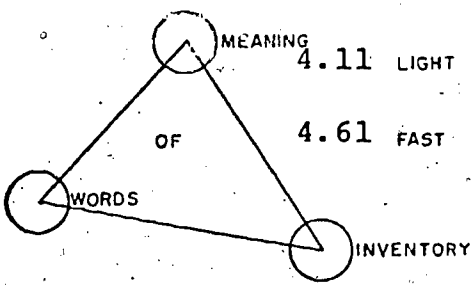
ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY   FILL IN SEX :::: BOY :::: GIRL
                         FILL IN GRADE ::::: 1st 2nd 3rd 4th   5th 6th 7th 8th 9th

PRETEST: 0			# 1.20	TEACHER			POST TEST: X
6.21 FAIR	:3:	0 :2: X	::|::	:O:	::|::	:2:5.68 :3: UNFAIR −
6.10 WEAK	:3:	:2:	::|::	:O:	::|:: X	:2:5.84 :3: STRONG −
6.42 UNPLEASANT	:3:	:2:	::|::	:O:	::|::	:2:5068 :3: PLEASANT −
6.21 ACTIVE	:3:	0 X:2:	::|::	:O:	::|::	:2:6.00 :3: PASSIVE −
5.10 LARGE	:3:	:2:	0 ::|: X	:O:	::|::	:2:4.73 :3: SMALL −
6.31 DULL	:3:	:2:	::|::	:O:	::|:: X	:2:5068 :3: SHARP −
5.47 SWEET	:3:	:2: X 0	::|::	:O:	::|::	:2:5.73 :3: SOUR +
5.73 LIGHT	:3:	:2:	::|::	0X :O:	::|::	:2:3.78 :3: HEAVY +
5.26 FAST	:3:	:X:	0 ::|:	:O:	::|::	:2:6.00 :3: SLOW +*

MEANING OF WORDS INVENTORY

			# 3.20	MATH GAMES			
5.21 SOUR	:3:	:2:	::|::	:O: X ::|:0			:2:4.73 :3: SWEET −
3.26 HEAVY	:3:	:2:	::|::	:O: X 0 ::|::			:2:3.47 :3: LIGHT +
4.36 SLOW	:3:	:2:	::|::	:O: 0 X ::|:			:2:4.68 3: FAST +
5.52 PLEASANT	:3:	:2: 0 X::|::	::|::	:O:	::|::		:2:5.15 3 UNPLEASANT −
4.47 SMALL	3:	:2:	::|:	:O: X0 ::|:			:2:4.42 3 LARGE −
5.31 SHARP	:3	:2: X 0 ::|::	::|::	:O:	::|:		:2:5.73 3 DULL +
5.63 UNFAIR	:3	:2:	::|::	:O:	X 0		:2:5.00 3 FAIR −
5.26 STRONG	3	:2: X 0 ::|::	::|::	:O:	::|:		:2:5.63 3 WEAK +
5.84 PASSIVE	:3	:2:	::|:	63 0	::|:X 0		:2:5.15 3 ACTIVE −

AME _____ GRADE____ SEX ___ M OR F ___ DATE OF BIRTH _____ YEAR ___ MONTH ___ DAY
LAST   MIDDLE   FIRST

ATE _____ AGE ____ SCHOOL _____ CITY _____
YEAR   MONTH   DAY

EACHER_____

08980

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY   FILL IN SEX :::: BOY :::: GIRL
FILL IN GRADE :::: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

PRETEST: 0   # 3.12 | INDIVIDUALIZED TEACHING | POST TEST: X

5.89	FAIR	:3:	:2:0 X	::+::	:O:	::+::	:2:5.63 :3: UNFAIR -
5.57	WEAK	:3:	:2::	::+::	:O:	::+:: X 0	:2:5.26 :3: STRONG -
5.94	UNPLEASANT	:3:	:2::	::+::	:O:	::+:: X 0	:2:5.63 :3: PLEASANT -
5.42	ACTIVE	:3:	:2: X0 ::+::	:O:	::+::	:2:5.52 :3: PASSIVE +
5.10	LARGE	:3:	:2::	::+:: 0 :O:X	::+::	:2:4.73 :3: SMALL
5.47	DULL	:3:	:2::	::+::	:O:	::+:X0	:2:5.31 :3: SHARP -
5.26	SWEET	:3:	:2:: 0 ::+:: X	:O:	::+::	:2:4.78 :3: SOUR -
3.89	LIGHT	:3:	:2::	::+:: 0 :O:: X	::+::	:2:4.31 :3: HEAVY +*
4.68	FAST	:3:	:2::	::+::X0	:O::	::+::	:2:4.94 :3: SLOW +

MEANING
OF
WORDS
INVENTORY

3.13 | FOLLOWING DIRECTIONS |

5.10	SOUR	:3:	:2::	::+::	:O:	X::+::0	:2:4.94 :3: SWEET -
5.00	HEAVY	:3:	:2::	::+0 X :O:	::+::	:2:4.68 :3: LIGHT -
5.00	SLOW	:3:	:2::	::+::	:O: X 0::+::	:2:4.94 3 FAST
6.05	PLEASANT	:3:	0:2: X ::+::	:O:	::+::	:2:5.42 :3: UNPLEASANT -
5.10	SMALL	:3:	:2::	::+:: :O: X :0	:2 4.89 3 LARGE -
5.57	SHARP	:3:	:2: 0 ::+:X	:O:	::+:	:2 4.68 3 DULL
5.52	UNFAIR	:3:	:2::	::+:	:O: X ::+: 0	:2 4.89 3 FAIR
5.63	STRONG	:3:	:2: 0 X ::+:	:O:	::+:	:2:5.26 3 WEAK -
4.89	PASSIVE	:3:	:2:	::+: :O: 0 ::+: X	:2 5.26 :3: ACTIVE +

64

08982

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY
FILL IN SEX   BOY   GIRL
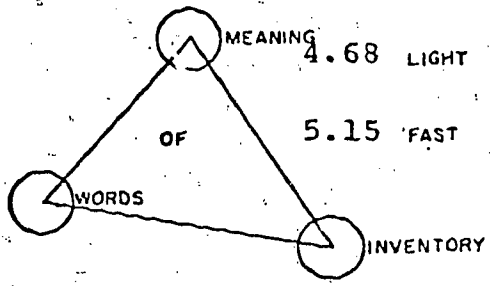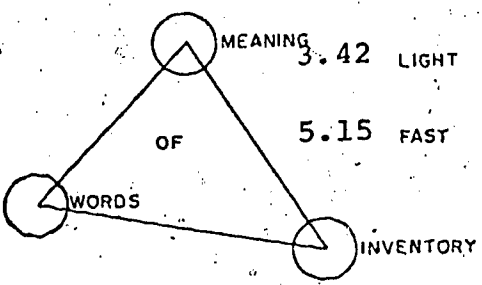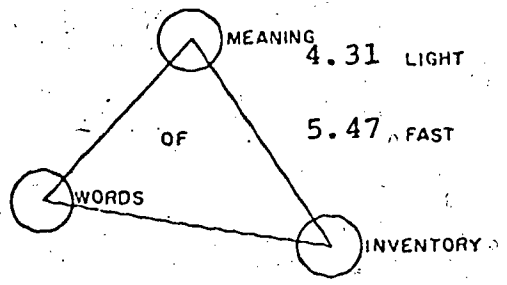FILL IN GRADE 1st 2nd 3. 4th   5th 6th 7th 8th 7th

PRETEST: O   # 3.30   REWARDS   POST TEST: X

6.26 FAIR	:3:	O :2: X	::1::	:O:	::1::	:2: 5.26 :3: UNFAIR	−
5.73 WEAK	:3:	:2:	::1::	:O:	::1:: X O	:2: 5.26 :3: STRONG	−
5.89 UNPLEASANT	:3:	:2:	::1::	:O:	::1:: X O	:2: 5.26 :3: PLEASANT	−
6.10 ACTIVE	:3:	O :2: X	::1::	:O:	::1::	:2: 5.52 :3: PASSIVE	−
5.10 LARGE	:3:	:2:	O::1::X	:O:	::1::	:2: 4.89 :3: SMALL	−
5.26 DULL	:3:	:2:	::1::	:O:	::1:OX	:2: 5.36 :3: SHARP	+
5.36 SWEET	:3:	:2:	⊠ ::1::	:O: !	::1::	:2: 5.36 :3: SOUR	0
4.31 LIGHT	:3:	:2:	::1::	:O X O	::1::	:2: 4.05 :3: HEAVY	−
5.47 FAST	:3:	:2: XO	::1::	:O:	::1::	:2: 5.52 :3: SLOW	+

MEANING OF WORDS INVENTORY

#.4.10   SHARING INFORMATION

5.52 SOUR	:3:	:2:	::1::	:O:	::1:: X O	:2: 5.31 :3: SWEET	−
4.84 HEAVY	:3:	:2:	::1:: O	XO:	::1::	:2: 4.15 :3: LIGHT	−
5.36 SLOW	:3:	:2:	::1::	:O:	:1: OX	2 5.52 :3: FAST	+
5.84 PLEASANT	:3:	X :2: O	::1::	:O:	::1::	:2: 6.05 :3: UNPLEASANT	+
5.15 SMALL	:3:	:2:	::1:	:O:	:1: ⊠	2 5.15 :3: LARGE	0
4.73 SHARP	:3:	:2: X ::1: O	:O:	:1:	2 5.57 :3: DULL	+*
5.31 UNFAIR	:3:	:2:	::1::	:O:	:1: O X	2 5.78 :3: FAIR	+*
5.63 STRONG	3	X :2: O	:1:	:O	:1:	2 6.05 3 WEAK	+
5.89 PASSIVE	3	2:	::1:: O 65	:O:	1:	OX 2 5.84 3 ACTIVE	−

AME _____ LAST _____ MIDDLE _____ FIRST _____ GRADE____ SEX __ M OR F __ DATE OF BIRTH ___ YEAR ___ MONTH ___ DAY

ATE _____ YEAR ___ MONTH ___ DAY ___ AGE ____ SCHOOL _____ CITY_____

EACHER_____

IDENTIFICATION NUMBER

CODE NUMBER
PUPIL NUMBER

0 ----- 1 :: 2 ::: 3 :: 4 ::: 5 ::: 6 ::: 7 ::: 8 ::: 9 ::

08981

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY

FILL IN SEX ::::: BOY ::::: GIRL

FILL IN GRADE ::::: 1st ::::: 2nd ::::: 3rd ::::: 4th ::::: 5th ::::: 6th ::::: 7th ::::: 8th ::::: 9th

PRETEST: 0   # 4.20 | DEVELOPING PERSONAL SKILLS | POST TEST: X

6.10	FAIR	:3:	0 :2: X	::1::	:O:	::1::	:2: 5.84	:3:	UNFAIR
6.05	WEAK	:3:	:2:	::1::	:O:	::1:: X	:2: 5.42	:3:	STRONG
5.84	UNPLEASANT	:3:	:2:	::1::	:O:	::1:: X 0	:2: 5.31	:3:	PLEASANT
5.94	ACTIVE	:3:	:2: 0 X	::1::	:O:	::1::	:2: 5.63	:3:	PASSIVE
5.31	LARGE	:3:	:2: 0 X	::1::	:O:	::1::	:2: 5.26	:3:	SMALL
5.57	DULL	:3:	:2:	::1::	:O:	::1:: X0	:2: 5.42	:3:	SHARP
5.42	SWEET	:3:	:2: 0 X	::1::	:O:	::1::	:2: 5.15	:3:	SOUR
4.05	LIGHT	:3:	:2:	::1::	:0:0 X	::1::	:2: 4.31	:3:	HEAVY +
5.36	FAST	:3:	:2: 0X	::1::	:O:	::1::	:2: 5.21	:3:	SLOW

MEANING OF WORDS INVENTORY

4.30 | LOOKING AT SELF |

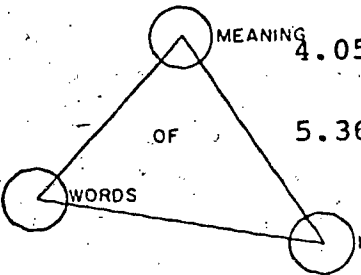|										
5.05	SOUR	:3:	:2:	::1::	:O:	::1:X	:2: 5.05	:3:	SWEET 0
5.00	HEAVY	:3:	:2:	0:: X :O:		::1::	:2: 4.57	:3:	LIGHT
4.78	SLOW	:3:	:2:	::1::	:O: X 0	::1::	:2: 4.47	:3:	FAST
5.52	PLEASANT	:3:	:2: X0	::1::	:O:	::1::	:2: 5.57	:3:	UNPLEASANT +
5.31	SMALL	:3:	:2:	::1::	:O: X	::1:: 0	:2: 4.63	:3:	LARGE
5.52	SHARP	:3:	:2: 0X	::1::	:O:	::1::	:2: 5.42	:3:	DULL
5.52	UNFAIR	:3:	:2:	::1::	:O:	::1: X0	:2: 5.42	:3:	FAIR
5.42	STRONG	:3:	:2: X0	::1::	:O:	::1::	:2: 5.57	:3:	WEAK
5.73	PASSIVE	:3:	:2:	::1::	:O:	X:1: 0	:2: 4.89	:3:	ACTIVE

66

08983

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY. ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY   FILL IN SEX :::: BOY   ::::: GIRL
                       FILL IN GRADE :::: 1st ::::: 2nd ::::: 3rd ::::: 4th   ::::: 5th ::::: 6th ::::: 7th ::::: 8th ::::: 9th

PRETEST: 0   # 3.40 | PLANNING LESSONS | POST TEST: X

5.94 FAIR   :3::   :2:OX   ::1::   :0:   ::1::   :2:5.84 :3: UNFAIR -

5.42 WEAK   :3::   :2::   ::1::   :0::   ::1: 0 X   :2:5.73 :3: STRONG +

5.78 UNPLEASANT :3::   :2::   ::1::   :0:   ::1: XO   :2:5.68 :3: PLEASANT -

5.84 ACTIVE   :3::   :2::   ::1::   :0:   ::1: 0X   :2:5.89 :3: PASSIVE +

5.05 LARGE   :3::   :2:: XO ::1::   :0:   ::1::   :2:5.21 :3: SMALL +

6.63 DULL   :3::   :2::   ::1::   :0:   ::1:: X   :2:5.68 :3: SHARP -

5.36 SWEET   :3::   :2:: XO ::1::   :0:   ::1::   :2:5.52 :3: SOUR +

MEANING
3.94 LIGHT   :3::   :2::   ::1:: 0 :X: ::1::   :2:4.00 :3: HEAVY +

OF
5.05 FAST   :3::   :2:: X 0:1::   :0::   ::1::   :2:5.52 :3: SLOW +
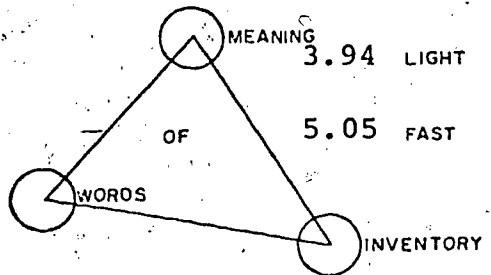
WORDS
INVENTORY   # 3.50 | PUNISHMENT |

4.26 SOUR   :3::   :2::   ::1::   :0: 0X ::1::   :2:4.52 :3: SWEET -

4.00 HEAVY   :3:   :2::   ::1::   :0: X ::1::   :2:3.57 :3: LIGHT -

4.26 SLOW   :3::   :2:   ::1::   o0 X   ::1:   :2:4.63 :3: FAST -

3.10 PLEASANT   :3::   :2::   ::1: X :0: :0 ::1::   :2:4.57 :3: UNPLEASANT +*

3.63 SMALL   :3:   :2::   ::1: 0 :0: X   ::1:   :2:4.47 :3: LARGE +*

4.05 SHARP   :3:   :2:   ::1: X 0 :0:   ::1:   :2:4.78 :3: DULL +*

5.73 UNFAIR   :3:   :2:   ::1:   :0: :X: 0   :2:5.15 :3: FAIR -

5.21 STRONG   :3:   :2:   0:1: X   :0:   ::1:   :2:4.78 :3: WEAK -

4.73 PASSIVE   :3:   :2:   ::1: **67** :0: 0 X 1   :2:4.94 :3: ACTIVE +

08985

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

	ON FIRST SHEET ONLY	FILL IN SEX	BOY	GIRL					
		FILL IN GRADE	1st	2nd	3rd	4th	5th	6th	7th	8th	9th

PRETEST: 0   # 3.70   ┌─────────────────┐   POST TEST: X
                                         │ SMALL GROUP   │
                                         │ INSTRUCTION   │
                                         └─────────────────┘

6.05 FAIR   :3::   0 :2: X   ::1::   :O: ::1::   :2:5.73 :3: UNFAIR —

5.78 WEAK   :3::   :2::   ::1::   :O::   ::1:: X 0 :2:5.31 :3: STRONG —

6.26 UNPLEASANT :3::   :2::   ::1::   :O: ::1::   X :2:5.78 :3: PLEASANT —

5.84 ACTIVE   :3::   :2:0 X   ::1::   :O::   ::1::   :2:5.63 :3: PASSIVE —

5.26 LARGE   :3::   :2::   X ::1::   :O::   ::1::   :2:5.26 :3: SMALL 0

5.57 DULL   :3::   :2::   ::1::   :O: X0   ::1::   :2:5.42 :3: SHARP —

5.26 SWEET   :3::   :2:: 0X   ::1::   :O::   ::1::   :2:5.21 :3: SOUR   —
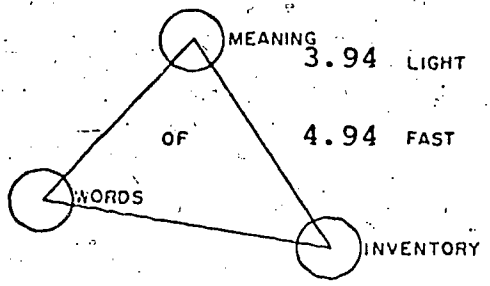
MEANING
3.94 LIGHT   :3::   :2::   ::1::   0 :O:: X   ::1::   :2:4.10 :3: HEAVY +

OF
4.94 FAST   :3::   :2::   X ::0   :O::   ::1::   :2:5.21 :3: SLOW   +

WORDS

INVENTORY   # 3.80   ┌─────────────────┐
                            │ SMALL GROUP   │
                            │ DISCUSSION   │
                            └─────────────────┘

5.27 SOUR   :3::   :2::   ::1::   :O: ::1:: 0X   :2:5.36 :3: SWEET +

3.84 HEAVY   :3::   :2::   ::1::   :O: 0X   ::1::   :2:3.94 :3: LIGHT +

4.68 SLOW   :3::   :2::   ::1::   :O: 0   :1:X   :2:5.10 :3: FAST

6.05 PLEASANT   :3: X 0:2::   ::1::   :O::   ::1::   :2:6.26 :3: UNPLEASANT +

4.78 SMALL   :3::   :2::   ::1::   :O: X 0 :1::   :2:4.47 :3: LARGE —

5.42 SHARP   :3:   :2: X 0 :1::   :O::   :1::   :2:5.84 :3: DULL   +

5.94 UNFAIR   :3::   :2:   ::1::   :O: :1:: X0   :2:5.84 :3: FAIR   —

5.31 STRONG   :3:   :2: X 0:1:   :O: :1:   :2:5.84 :3: WEAK   +

5.05 PASSIVE   :3:   :2::   :1::   :O: :1:0 X   :2:5.42 :3: ACTIVE +

68

FINDINGS FOR CONCEPTS ON ATTITUDE TOWARD
THE MEANING OF WORDS INVENTORY

1.00 Communication-Interaction

    1.10 Students: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

    1.20 Teacher: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

    1.30 Principal: Teacher aides showed a positive attitude in nine (of 9) pairs of bipolar adjectives. One (of 9) pairs showed a significant difference.

2.00 Mexican Culture

    2.10 Spanish speaking: Teacher aides showed positive attitudes in eight (of 9) pairs of bipolar adjectives. Four (of 9) pairs showed significant differences.

    2.20 Culture in teaching: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives.

3.00 Implementing Instruction

    3.10 Listening skills: Teacher aides showed positive attitudes in nine (of 9) pairs of bipolar adjectives. Two (of 9) pairs showed significant differences.

3.20 Math games: Teacher aides showed positive atti-

   tudes in eight (of 9) pairs of bipolar adjectives.

3.30 Rewards: Teacher aides showed positive attitudes

   in nine (of 9) pairs of bipolar adjectives.

3.40 Planning Lessons: Teacher aides showed positive

   attitudes in nine (of 9) bipolar adjectives.

3.50 Punishment: Teacher aides showed positive atti-

   tudes in eight (of 9) pairs of bipolar adjectives.

   Three pairs showed a significant difference.

3.60 Machines used in teaching: Teacher aides showed

   positive attitudes in nine (of 9) pairs of bipolar

   adjectives. Six (of 9) pairs showed significant

   differences.

3.70 Small group instruction: Teacher aides showed

   positive attitudes in nine (of 9) pairs of bipolar

   adjectives.

3.80 Small group discussion: Teacher aides showed

   positive attitudes in eight (of 9) pairs of bipolar

   adjectives. One (of 9) pairs showed a significant

   difference.

3.90 Classroom: Teacher aides showed positive attitudes

   in eight (of 9) pairs of bipolar adjectives. Two

   (of 9) pairs showed significant differences.

3.11 Reading games: Teacher aides showed positive
attitudes in eight (of 9) pairs of bipolar
adjectives.

3.12 Individualized teaching: Teacher aides showed
positive attitudes in nine (of 9) pairs of bipolar
adjectives. One (of 9) pairs showed a significant
difference.

3.13 Following directions: 'Teacher aides showed a
positive attitude in nine (of 9) pairs of
bipolar adjectives.

4.00 Teacher-Aide Self

4.10 Sharing information: Teacher aides showed posi-
tive attitudes in nine (of 9) pairs of bipolar
adjectives. Two (of 9) pairs showed significant
differences.

4.20 Developing personal skills: Teacher aides showed
positive attitudes in nine (of 9) pairs of bipolar
adjectives.

4.30 Looking at self: Teacher aides showed positive
attitudes in nine (of 9) pairs of bipolar adje.-
tives.

4.40 Solving problems: Teacher aides showed positive
attitudes in nine (of 9) pairs of bipolar adjec-
tives. Three (of 9) pairs showed significant
differences.

4.50 My professional growth: Teacher aides showed

positive attitudes in nine (of 9) pairs of

bipolar adjectives. Three (of 9) pairs showed

significant differences.

72

CONCLUSIONS FOR CONCEPTS ON

THE MEANING OF WORDS INVENTORY

An analysis of the twenty two critical factors
(identified from the research literature) indicated that on
the pre-test the paraprofessional instructional aides had a
mean score reflecting positive attitudes on twenty two (22)
of the twenty two (22) concepts. On the post-test twenty
two (22) of the twenty two (22) concepts reflected positive
attitudes on the part of the aides with twelve (12) concepts
(number 1.20, 1.30, 2.10, 3.10, 3.12, 3.50, 3.60, 3.80,
3.90, 4.10, 4.40, and 4.50) demonstrating a statistically
significant change in bipolar pairs from pre-to-post test.
Of special interest was the concept "machines used in
teaching" which had the most dramatic change with the con-
cept "Spanish speaking" also reflective of vivid change.
The concepts "solving problems," "my professional growth,"
and "punishment" also revealed strikingly positive
attitude. It is to be noted that the concept "punishment"
was defined in the training program as the absence of reward.
Also reflecting significant growth in positive attitude
(see Theoretical Taxonomy) were the following concepts:
"sharing information," "small group discussion," "listening
skills," "individualized teaching," and "classroom."

73

THEORETICAL MODEL FOR THE SENTENCE COMPLETION INVENTORY

I. Areas of Investigation	II. Research Sources Documenting Areas of Investigation	III. Main Investigation Concept Number
1. Communication-Interaction		
a. The role of the instructional aide in the community	Ballesteros, 1974 Olszewski, 1975	3
2. Mexican Culture-Pupil Self		
a. The language and culture of children	Drake, 1976 Engle, 1975 Nava & Sancho, 1975	4
b. The way a child grows socially	Carl, 1975 Ceja, 1973	5
c. The way a child grows physically	Carl, 1975 Ceja, 1973	6
d. Individual differences in children	Da Silva & Lucas, 1974 Harrison, 1967	14
3. Implementing Instruction		
a. Helping children to read is	Burt, 1976 Ward, 1975	7
b. Helping children to read should be	Cornejo, 1973 Todd, 1973	8

I. Areas of Investigation	II. Research Sources Documenting Areas of Investigation	III. Main Investigation Concept Number
c. Punishment	Musgrove, 1974 Sivick & Harbour, 1975	9
d. Doing nothing at all	Da Silva & Lucas, 1974	10
e. Rewarding children	Nava & Sancho, 1975 Da Silva & Lucas, 1974	11
f. Different ways to teach reading	Cornejo, 1975 Fernandez, 1974	12
g. Different ways to teach math	Carl, 1975 Merz, 1975	13
4. <u>Teacher Aide Self</u>		
a. The role of the instructional aide in the classroom	Nearing, 1975 Olszewski, 1975	2
b. The role of the instructional aide in the school	Nearing, 1975 Olszewski, 1975	1

INTERPRETIVE GUIDE, RESULTS AND CONCLUSION

FOR THE COMPLETION SENTENCES

The evaluation design was critically concerned with finding an instrument which could generate a large amount. of data readily quantifiable and interpreted easily based on factors deemed by the program designers as most essential. The utilization of faces from "very happy" to "very sad" which was originally developed by Metfessel (1967) and modified by Panucci (1976) was combined with an incomplete sentence technique originally developed by Short (1976) and modified by Brizzi (1976) to provide essential information. Documentation was provided by Short (1976).

The stem of the item was followed by nine (9) faces ranging from "very happy" to "very sad" with a positive attitude to be indicated by a mean score above 5.00 which was the "neutral" face. Please see the pages following for the instrument and pre-post data.

An analysis of the fourteen items indicated that on the pre-test the para-professional instrumental aides had positive attitudes on twelve (12) of the fourteen (14) items with negative attitudes being expressed towards item nine, "punishment" and "doing nothing at all" which was item ten. On the post-test thirteen (13) of the fourteen (14) items reflected positive attitudes on the part of the aides with

only two items (numbers nine and ten) reflecting a statis-

tically significant change from pre-to-post test.

Interestingly, "doing nothing at all" (which probably

reflects opportunity for creative, leisure time endeavors

on the part of the students and time for para-professionals

to develop involvement with students) had the most dramatic

change with item eleven "rewarding children is most

important" also reflective of an increasingly positive

attitude, probably due to the instructional aides seeing

the dramatic power of positive reinforcers properly

utilized.

COMPLETION SENTENCES
Put an X on the face that is closet to your
feelings about the sentence.

	Pre-test*	Post-test*	Change	Sig.
1. The role of the instructional aide in the school is-				
	8.21	7.86	(-.35)	n.s.
2. The role of the instructional aide in the classroom is-				
	8.26	7.86	(-.40)	n.s.
3. The role of an instructional aide in the community is-				
	8.08	7.86	(-.22)	n.s.
4. The language and culture of children are-				
	7.56	7.18	(-.38)	n.s.
5. The way a child grows socially is important to me-				
	8.30	8.52	(+.22)	n.s.
6. The way a child grows physically is important to me-				
	8.26	8.22	(-.04)	n.s.
7. Helping children to read is-				
	8.34	8.00	(-.34)	n.s.
8. Helping children to read should be-				
	8.36	8.25	(-.11)	n.s.
9. Punishment-				
	4.86	4.87	(+.01)	n.s.
10. Doing nothing at all-				
	3.18	7.83	(+.65)	.001
11. Rewarding children is most important-				
	6.86	7.83	(+.97)	.05

80

-67-

	Pre-Test*	Post-test*	Change	Sig.

1? Different ways to teach reading-
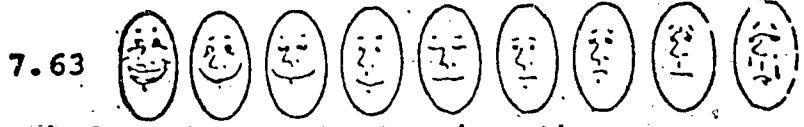
7.63 | 7.45 | (-.18) | n.s.

13. Different ways to teach math-
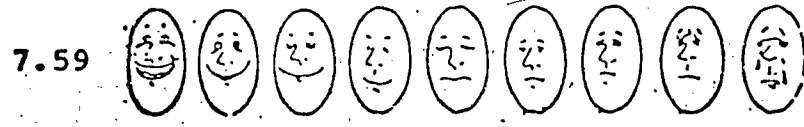
7.45 | 7.62 | (+.17) | n.s.

14. Individual differences in children are-

7.59 | 7.37 | (-.22) | n.s.

81

RECOMMENDATIONS

The overall objective of developing positive attitudes
on the part of the para-professional teacher aides towards
all areas of the taxonomy was attained and it is recommended
that present policies and procedures be continued and ampli-
fied.

The fact that especially positive attitudes towards
(1) machines used in teaching; (2) factors involved in
Spanish speaking; (3) problem solving procedures; (4) areas
in professional growth and (5) the proper use of reinforcers
were identified by the evaluator indicates the reasons for
the successes in these areas should be carefully ascer-
tained, documented, and verified.

The strongest recommendation, therefore, is that the
publication of five separate guides in these areas would be
a great contribution, and possibly one of national signifi-
cance.