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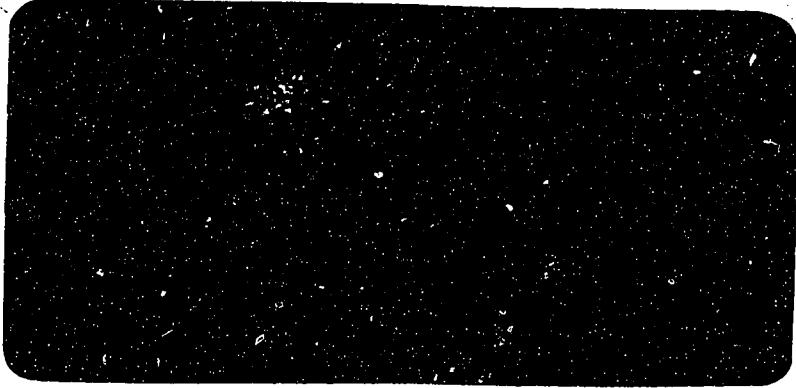
ABSTRACT

A summary report is presented of interviews with 28 bilingual teacher aides who work in ten elementary Schools Austin Independent School District. The interviews were conducted to provide data to assist the project staff in assessing ongoing activities of the aides as well as specific process objectives. They were designed, therefore, with a two-fold purpose, namely to determine in what activities the aides were involved and to determine in what areas the aides needed help. The following areas of particular interest were identified for the interviews: (1) understanding of their role and responsibilities; (2) the kind of inservice training desired; (3) the greatest needs in the classroom; (4) help needed from the project staff; (5) time spent on various activities in the schools; (6) planning strategies; (7) subject areas usually taught in Spanish and English; (8) percentage of time used for each language; (9) daily and weekly schedules; and (10) general comments on the bilingual project. Results for each of the fifteen questions in the interview form are given, with a brief discussion of each. In addition to several specific conclusions, it is noted that, generally, averages for the aides reveal levels of performance comparable to those in the Title VII Project's proposal. A copy of the interview form and a list of additional comments are attached. (AMR)

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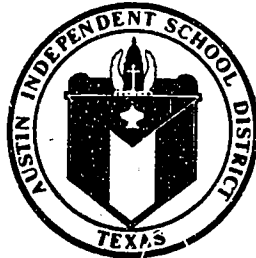
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INTERVIEWS OF BILINGUAL TEACHER AIDES
November, 1974
ESEA Title VII Bilingual Project
Formative Evaluation Report Number 5

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INTERVIEWS OF BILINGUAL TEACHER AIDES

During the month of November, 1974 the staff of the Office of Evaluation interviewed all of the teacher aides hired by the Title VII Bilingual Project in an effort to collect and provide data which will be helpful to the project staff in assessing the ongoing activities of the aides as well as specific process objectives. The data collected from the interviews provide insights which will be helpful in planning future training for the aides as well as in addressing the supervision needs identified by the aides in the interviews.

Purpose of Interviews

The interviews conducted with the bilingual teacher aides had a two-fold purpose - to determine in what activities the aides were involved and to determine in what areas the aides need help. Ten areas of particular interest were identified for the aide interviews. Items corresponding to each area were designed to answer the following questions:

1. Do the aides understand their role and responsibilities in the bilingual program?
2. What inservice training do the aides desire?
3. What do the aides feel are the greatest needs in their classrooms?
4. What help from the bilingual project staff do the aides need?
5. How much time do the aides spend on various activities in the schools?
6. How do the aides and their cooperating teachers plan?
7. In what subject areas do the aides concentrate in both English and Spanish?
8. What percentage of the aides' instructional time is conducted in Spanish?
9. What are the daily and weekly schedules of the aides?
10. What general comments do the aides have about the bilingual project?

Procedures, Dates, Time

The twenty-eight bilingual teacher aides who were interviewed were hired by the Title VII Bilingual Project to work in Brooke, Dawson, Zavala, Maplewood, Rosedale, Brown, Reilly, Ortega, Becker and Ridgetop elementary schools. The aides were assigned to classrooms from the kindergarten through the fifth grade level. All interviews were conducted between October 28, 1974 and November 26, 1974 by the two Process Evaluators for the Title VII Bilingual Project. Convenient times and dates were arranged with the teacher aides and their elementary schools so that all interviews could be conducted in the schools.

Interview Form

The interview form (see attachment A) was developed by the staff of the Office of Research and Evaluation. The form was designed to be completed in a brief time (10-15 minutes) and to cover each of the 10 areas outlined previously. The form contained one question for each of the areas of interest.

Results

Responses to the first item (see Table 1) indicate that two-thirds of the aides feel they understand their role and responsibilities in the schools. One third of the aides, however, answered that they neither understand nor misunderstand their role and responsibilities. No teacher aide responded that he/she did not understand his/her role.

Table 1

Responses to Item 1 on Teacher Aide Interview Form - "Do you understand your role and responsibilities as a bilingual aide?"

<u>Response</u>	<u>Percentage</u>
a. Definitely yes	46%
b. Mostly yes	18%
c. Partly yes, partly no	36%
d. Mostly no	0%
e. Definitely no	0%

Responses to item 2 (see Table 2) show that 25% of the aides would like inservice training on classroom discipline and behavior management. Other areas mentioned by more than one aide were teaching math in Spanish, teaching Spanish reading skills, reading instruction in general, and understanding children.

Table 2

Responses to Table 2 on Teacher Aide Interview Form - "What kind of inservice training would you like to receive?"

<u>Rank</u>	<u>% of Aides Answering</u>	<u>Inservice Training Area</u>
1	25%	Classroom Management, Discipline & Behavior
2	14%	Teaching Math in Spanish
3	14%	Spanish Reading Skills
4	11%	Reading Instruction in General
5	7%	How To Understand Children

The third item (see Table 3) asked the aides what the three greatest needs were in their classrooms. Thirty-six percent responded that they needed more bilingual instructional materials. Twenty-five percent responded that they needed general educational materials, such as games and books. Eighteen percent responded that they needed more space for their activities. Eight of the aides who had originally stated that they definitely or mostly understood their role and responsibilities as a bilingual aide stated that they felt the need for "very much" or "a lot" of help from the bilingual staff.

Table 3

Responses to Item 3 on Teacher Aide Interview Form - "What are the three greatest needs in your classroom?"

<u>Rank</u>	<u>% of Aides Mentioning Need</u>	<u>Need</u>
1	36%	Bilingual Materials (Spanish)
2	25%	Educational Materials- games, books
3	18%	More Room Space

When asked how much help from the bilingual project staff they need, on a scale of "very much, a lot, some, a little, and little or none," 43% responded "some." The other aides were divided fairly evenly among the other four alternatives.

Table 4

Responses to Item 4 on Teacher Aide Interview Form - "How much help from the bilingual project staff do you need?"

<u>Response</u>	<u>Percentage</u>
a. Very much	11%
b. A lot	14%
c. Some	43%
d. A little	18%
e. Little or none	14%

Item 5 (see Table 5) asked the aides to estimate the percentage of their time spent on various activities. Mean responses indicate that 57% of the aides' school time is spent in instructional reinforcement. Making materials occupies 28% of their time, supervision 10%, clerical duties 2%, and other activities 2%. Looking at the frequencies of responses, it is evident that eight of the aides engage in instructional reinforcement 40% or less of the time.

Table 5

Responses to Item 5 on Teacher Aide Interview Form - "How much of your time do you spend on...?"

	FREQUENCY OF RESPONSES IN PERCENTAGE INTERVALS										Mean %
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
Instructional Reinforcement	0	0	3	5	7	1	1	6	4	0	57%
Making Materials	8	2	4	5	5	1	0	0	0	0	28%
Supervision	10	7	2	3	0	0	0	0	0	0	10%
Clerical	5	0	1	0	0	0	0	0	0	0	3%
Other	7	1	0	0	0	0	0	0	0	0	2%

When asked how the aide and the teacher plan (item 6, Table 6), the aides answered that 44.8% of their planning is conducted with the teacher, 37.7% is accomplished by the aide alone, and 17.5% of the time the teacher plans and assigns duties to the aides. Six of the aides reported planning with their teachers 30% or less of the time, and five aides reported planning alone 80% or more of the time.

Table 6

Responses to Item 6 on Teacher Aide Interview Form - "What percentage of your planning is done in each of these ways?"

	FREQUENCY OF RESPONSES IN PERCENTAGE INTERVALS										Mean %
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	
With teacher	2	1	3	11	0	0	2	1	1	1	44.8%
Alone	2	2	3	2	9	0	0	0	2	3	37.7%
Teacher plans, assigns duties	1	2	1	0	6	1	1	0	0	1	17.5%

When asked in what subject areas they work in the most (See Table 7), the aides responded that 52% of their Spanish instructional time is spent on oral language development and comprehension. Thirty percent of the aides' English instructional time is devoted to development of reading skills.

Table 7

Responses to Item 7 on Teacher Aide Interview Form - "What subject area do you work with the most in Spanish?"

<u>Response</u>	<u>Percentage of Aides Giving Response</u>
Spanish oral language and comprehension	52%

The average amount of instructional time conducted in Spanish as reported by the aides, is 49% (item 8). Table 8 shows the responses of the aides within intervals of 10 percentage points. This indicates that the mean of 49% instruction in Spanish can be very misleading. One aide actually reported no Spanish instruction, four reported only 10%, and two reported 15%. Eighteen out of 28 reported that at least 50% of their instruction is in Spanish, with three of these claiming 100% Spanish instruction.

Table 8

Responses to Item 8 on Teacher Aide Interview Form - "What percentage of your instructional time is conducted in Spanish?"

Mean = 48.68%

FREQUENCY OF RESPONSES IN PERCENTAGE INTERVALS										
0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
1	4	2	0	0	10	0	2	2	1	3

Responses to item 9 concerning the aides' daily and weekly activities revealed that they are following a variety of schedules. The aides spend the majority of their time in the classroom during instructional hours. There is one notable exception where the aide spends most of her time running off materials while interns and student teachers are involved in classroom instruction.

The last item on the interview form, item 10, asked the aides for any additional comments that they might have about the Title VII Bilingual Project. Six aides stated that they either wanted someone to come to their campuses and explain what was supposed to be happening or they wanted further explanation of their duties. Four aides mentioned that the bilingual program was very good. (see Attachment B)

Conclusions

From the aides' responses it seems evident that the majority understood what their responsibilities are; however, about one-third still have questions about their duties and would like clarification by the staff.

Although the aides mentioned a wide range of topics for inservice training, the most frequently noted was the area of classroom management and discipline. One-quarter of the aides requested substantial help from the bilingual staff while the other three-quarters expressed some or very little need for supervision.

Even though the average amount of time the aides spend on instructional reinforcement was around 50%, eight of the 28 spend 40% or less of their time in instructional reinforcement while 10 spend more than 70% of their time in this activity. Making materials is the next most frequent activity.

Aides revealed a variety of planning strategies, with three aides planning completely on their own with no teacher input and two others doing over 80% of their planning on their own. On the average, more planning is done with the teacher than by the aide alone.

One-fourth of the aides use Spanish as the language of instruction for 20% or less of the time; however, the average for all aides is about 50%.

Averages for the aides as a group do reveal levels of performance comparable to those in the Title VII Project's proposal. Interview summaries have been forwarded to the project staff so that individual aides not engaging in activities as proposed may be identified and the required supervision provided.

A recommendation seems appropriate that inservice training for the aides be conducted to provide them an opportunity to share their ideas and to discuss common problems with aides from other campuses.

ATTACHMENT A

Teacher Aide Interview

1. Do you understand your role and responsibilities as a bilingual aide?
 - a. definitely yes
 - b. mostly yes
 - c. partly yes, partly no
 - d. mostly no
 - e. definitely no

2. What kind of inservice training would you like to receive?

3. What are the three greatest needs in your classroom?

4. How much help from the bilingual project staff do you need?

- a. very much
- b. a lot
- c. some
- d. a little
- e. little, or none

5. How much of your time do you spend on...?

- _____ % instructional reinforcement
- _____ % making materials
- _____ % supervision
- _____ % clerical duties
- _____ % other

_____ 100% Total

6. What percentage of your planning is done in each of these ways?

- _____ % planning with the teacher
- _____ % planning by aide alone
- _____ % teacher plans, assigns aide's duties

7. What subject area do you work with the most? In Spanish? In English?

8. What percentage of your instructional time is conducted in Spanish?

9. What are your daily and weekly schedules?

10. Do you have any additional comments about the Title VII Bilingual Project?

ATTACHMENT B

ADDITIONAL COMMENTS BY BILINGUAL TEACHER AIDES

1. I would like to know what my duties are as a teacher's aide.
2. Screen aides closely.
3. Want to know what all the duties are.
4. I think bilingual program is a success.
5. Would like to have more workshops for aides alone.
6. No comments.
7. No comments.
8. None.
9. None.
10. Good program. Cultural.
11. Good program.
12. More staff to come and help.
13. Aides need more inservice training.
14. Better materials.
15. Good program, can use improvement on testing methods.
16. More bilingual material.
17. Information about project.
18. Parents are involved.
19. I am not doing any bilingual work at all and I would like to.
I would like to work with the bilingual teacher.
I would like someone to help me in instructing children in Spanish.
20. The Ridgetop Workshop had very little for teachers' aides. It was a workshop for teachers.
The Title VII Project should have live video tapes showing teacher aides how bilingual material is being used in the classroom.
I would like for Title VII to pay for my college tuition since last

year Title I paid for my college tuition.

21. At the present time I am working with 3 teachers and only 2 are in the bilingual program. Am I supposed to be working with the teacher that is not in the bilingual program?
22. Good program.
23. I wish someone would come here and explain what's expected of us; it's been explained but more is needed. Need someone to come and sit down with me and plan. What do I do about the materials we need? I need help in grouping students. I would like Christmas/Thanksgiving materials. I would like bilingual kids participate in the spring program. I would like to have all bilingual aides get together and share ideas.
24. In my classroom the children I teach are not ready for oral Spanish.

What do I do?

25. An aide should be invited to all conferences because the aide works with the children. I would like to see people from the school administration visit in our classroom and look at our schedules and share comments.