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Date August 5, 1970

QUALIFICATIONS, TRAINING, ATTITUDES, AND DUTIES OF SCHOOL SERVICE AIDES IN BELLEVUE AND ISSAQUAH, WASHINGTON

by

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A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

in

Elementary Administration

Approved:

Head, Major Department

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MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1970

ACKNOWLEDGMENTS

Mr. Wendell C. Allen	Ass. Sup. for Teacher Educ. & Certification	Olympia, Washington
Mrs. Beverly Bassen	School Service Aide	Bellevue School District
Mr. Leslie Blain	Principal	Sunny Hills, Issaquah Dist.
Mrs. Shirley Brewer	School Service Aide Special Education	Bellevue School District
Mr. George Eels	Principal	Highland Terrace Shoreline School District
Mr. Larry Griffith	Principal	May Valley, Issaquah Dist.
Mr. Del Haroldson	Director of Teacher's Aide Program	Robert Frost Elem. School Lake Wash. School District
Mr. Clifton Johnson	Superintendent District No. 411	Administration Building Issaquah, Washington
Mr. George Jones	Ass. Principal	Highland Terrace Shoreline School District
Mr. Len Jones	Classified Personnel Manager	Education Service Center Bellevue, Washington
Mr. John McClane	Dir. of Certified Personnel	Education Service Center Bellevue, Washington
Mr. Donald Mickey	Director of Research	Education Service Center Bellevue, Washington
Mr. Robert Lawrence	Instructional Aides Workshop Director	Green River Comm. College Kent, Washington
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Abstract

The purpose of this study was to determine the qualifications, training, attitudes, and duties of school service aides in the Bellevue and Issaquah School Districts in Washington.

School service aides included the following categories; non-instructional aides, library aides, clerical aides, special education aides, and teacher aides--including two instructional aides in the Bellevue elementary schools.

A questionnaire was developed for the ninety-three school service aides in the twenty-two elementary schools in Bellevue and six elementary schools in Issaquah. The questionnaires were personally delivered and collected. The eighty-four responses represented a ninety percent return for both districts.

Qualifications. Requirements for a school service aide were a chest X-ray and a recommended high school diploma. About ninety-four percent of all aides had a diploma. Seventeen percent of Bellevue aides and ten percent of Issaquah aides had a college degree. A personal interview was required in both districts for each applicant.

Training. The majority of aides indicated a workshop would have been helpful before employment. About half of all aides had no previous aide experience. Few in-service programs had been offered to aides in Bellevue.

Attitudes. The majority of aides were well satisfied with their jobs and the quality of their work.

Duties. Duties varied for the aides depending upon their job classification. The majority of aides enjoyed playground duty, keeping records and data. Cafeteria duty was not rated very highly.

District placement of aides and compatibility with a teacher was emphasized by aides on the questionnaire. The teacher aides performed services and duties for the teacher to improve the learning situation in the classroom. The majority of aides indicated that they were happy with their placements. It was recommended that teachers be trained in the use of teacher aides in order to use them more effectively.

CHAPTER I

INTRODUCTION

The genesis for this paper came out of an interview with a school service aide the spring of 1970. During a discussion of the use of teacher aides, the aide was asked what her duties were specifically. Her reply indicated no specific guidelines were given when she was employed, although she had been a non-instructional aide on the school playground and had some clerical aide experience under the supervision of the school secretary for a number of years. Since this position was not specifically defined she felt bewildered by many unanswered questions.

Because so many questions remained unanswered, the writer decided to determine what were the qualifications, training, attitudes, and duties of other aides in the elementary schools of the Bellevue and Issaquah School Districts.

Substitute teaching in these school districts gave the writer an opportunity to gather information and comments from the school service aides, teachers, and principals. Invaluable information was obtained when aides were working in a room allowing observations and questions to be made first hand.

Statement of the Problem

The purpose of this study was to determine the qualifications, training, attitudes, and duties of paraprofessionals in the elementary

schools of the Bellevue and Issaquah School Districts.

Need for Study

New learning situations, new methods of teaching, new instructional media, plus increased class loads have changed the professional duties of teachers. State and local requirements for a fifth year of college, increasing competency in new teaching procedures, and changes within the school buildings point to new organization, methods, and techniques which were needed in the classroom. Releasing the full potential of individual teachers is the first step in developing the full potential of students. The role of the teacher is changing to that of an instructional manager. Master teachers need time and freedom to initiate and apply some of the latest research in the education field to classroom situations.

The United States in 1969 had an abundance of well-qualified women who were available to work part time; yet educators had barely tapped this resource (Education Digest, November 1969). Training and utilizing teacher aides and instructional assistants could provide professionally directed services for the teacher and classroom students (Clearing House, December 1969). Many teachers did not know how to use aides effectively as the definition of instructional duties and non-instructional duties were not clear (Education Leadership, May 1969).

With the increasing use of paraprofessionals and the confusion of terms in reference to them, used in so many localities across the U.S., the 1969 N.E.A. Representative Assembly made a specific recommendation that a Task Force on Paraprofessionals from all state and local affiliates join to clarify terms, define the needs and functions of paraprofessionals, and develop guidelines for certification (Today's Education, October 1969). These were to be presented to the 1970 N.E.A. Representative Assembly.

Definition of Terms

The term "paraprofessional" is a person who has less than the required level of education or training who performs duties usually under the supervision of a professional. A paraprofessional may be paid or may be a volunteer worker. He may be assigned to assist any certified staff member such as a teacher, a counselor, librarian, principal, or administrator. He may provide general school aid which may include tasks from the following categories: instructional, non-instructional, library, clerical, school service, and special education. A paraprofessional may work in the school on tasks usually performed by a professional. (Paraprofessionalism in the Schools of Wayne County, Michigan.)

Bellevue School District has divided their paraprofessional staff into two sections: instructional assistants and school service aides. Issaquah School District is in the process of defining their aides. They are generally classified as "teacher aides".

The broad classification of teacher aide was used in the body of the questionnaire.

To help clarify the different categories of aides in this paper, the following definitions are given.

Instructional aide. Adults who hold a college degree in another field other than teaching. Some are trained in the teaching field but lack certification requirements. They manage routine activities in a classroom under the supervision of a teacher.

Non-instructional aide. Adults who have limited training and are hired on an hourly salary. They oversee cafeteria periods, supervise playgrounds, loading buses, supervise children enroute from one activity to another, and check playground equipment. Many hold a First Aid card.

Library aide. Adults who have limited training and are hired on an hourly salary. They assist the librarian in handling circulation of all media materials; process printed, taped, and filmed material; sometimes order and return films and educational materials; take care of filing cards and books; and read to children.

Clerical aide. Adults who are under the supervision of the principal or school secretary. They type dittoes, duplicate materials, answer the telephone, compile attendance slips, inventory building materials, and take care of routine office procedures. Typing for accuracy rather than speed is usually emphasized.

Teacher aide or school service aide. Adults with no college degree, have limited training, and are hired on an hourly salary. They work in individual classrooms under the supervision of the classroom teacher. They are usually hired from within the community and are familiar with the school and its environment.

Special education aide. Adults with college training usually, who may or may not hold a degree. They work in special education classrooms under the supervision of a special education teacher or teachers, and aide in individualized or small group sessions.

Summary

This study was intended to determine what the qualifications, training, attitudes, and duties of paraprofessionals were in the elementary schools of the Bellevue and Issaquah School Districts in Washington.

A review of the historical background of teacher aides will be presented in Chapter II.

CHAPTER II

HISTORICAL BACKGROUND

Since 1965, the public schools have shown an increasing interest in paraprofessionals as a possible solution to many teacher's problems in meeting the needs of each student.

The education and development of paraprofessionals was a relatively new field in education in the sixties. Although volunteer aides had been used for years in many districts, funding and training of aides for specific purposes was just coming into its own.

In 1964, the Office of Economic Opportunity and the U.S. Department of Labor provided funds for a private Women's Talent Corps, which trained poor women for paraprofessional jobs in New York City's public schools, hospitals, day-care centers, and legal-aid agencies (Time, July 6, 1970). In 1967, the ESEA, Title I and Title III, and OEO provided funds for a Paraprofessional Study in Wayne County, Michigan. Since then many states have initiated their own programs funded under Title I of ESEA and/or used their own district funds.

Washington State had over 2800 teacher aides employed for the 1969-70 school year (Superintendent of Public Instruction, Form F 72-S). In 1969, there were about 200,000 aides in the United States. The PTA magazine estimated by 1977, there would be one and a half million teacher aides in the United States (Integrated Education, September 1969).

Need for Guidelines

A national survey of state education departments shows that "Eleven states had developed policies or guidelines. Twenty-nine states reported having no statutory provisions and no policies or guidelines for 'teacher aides,' although seven states reported that statutes or guidelines are in the process of being developed (Education Leadership, May 1969:766)."

The following guideline was issued by New York State to reply and differentiate between the instructional and non-instructional tasks (Education Leadership, December 1969:300-301):

Instructional Tasks

To participate in daily and long-range class planning
To assist the teacher with large group activities
To work with small groups or individual children
To read stories to small groups or individual children
To contribute to enrichment activities by utilizing special talents and abilities (art, music, interpreting foreign languages)
To assist the teacher in guiding children to work and play harmoniously
To alert the teacher to the special needs of individual children
To give special encouragement to the non-English speaking child
To be a source of affection and comfort to all children

Non-Instructional Tasks

To assist the teacher in necessary clerical work and to perform related duties as required. Some examples are:
Keeping attendance and health records
Preparing instructional materials
Arranging displays and bulletin boards
Collecting monies and assisting with housekeeping chores
Checking, storing, and taking inventory of supplies and materials
Arranging for field trips
Translating and interpreting foreign languages

Titles and job descriptions will become a reality through continued evaluation.

Washington Guidelines

The state of Washington provided for noncertified personnel to work in the public schools by passing the following law in 1965:

Washington State Statute (RCW 28.58.275)

> All certified employees of school districts shall be allowed a reasonable lunch period of not less than thirty continuous minutes per day during the regular school lunch periods and during which they shall have no assigned duties.
>
> Any school district may employ noncertified personnel to supervise school children in noninstructional activities during regular school lunch periods. (1965 c 18 ⅁1)

According to Wendell C. Allen, Assistant Superintendent for Teacher Education and Certification, as of July, 1970, Washington state did not require certification of teacher aides.

In 1967, the Washington State Board of Education urged school directors and administrators to develop and follow the recommendations for employing and utilizing school service aides and instruction assistants.

1. Service aides and instructional assistants should meet the health qualifications required of teachers. (RCW 100.170)

2. Service aides should have as a minimum the general education equivalence of high school graduation.

3. Instructional assistants should have as a minimum the general education equivalence of the baccalaureate degree.

4. Aides and assistants should be able to perform adequately in reading, writing, speaking and computing, as demonstrated by appropriate examinations.

5. Aides and assistants should have a general understanding of the purposes and organization of public education.

6. Personnel policies of school organizations should make it clear that aides and assistants are to be employed to help teachers provide better instructional services to students. Personnel policies should provide that aides and assistants are not employed to relieve teachers of their teaching responsibilities nor to change the overall student-to-teacher ratio in a school.

7. The work assignment for an aide or an assistant should be so defined that it is clear to which certificated person the aide or assistant is responsible at all times.

8. Aides and assistants should be assigned with respect to their interests and qualifications.

9. Certificated personnel should periodically review and evaluate the proficiency of aides and assistants. Teachers to whom aides and assistants are assigned should have key roles in this process.

10. Aides and assistants should not be used as substitute teachers. Only certified teachers are to be responsible for instructional programs.

11. The school system should provide aides or assistants with training which includes actual practice in the operational skills required of them as a result of their assignments.

12. Specialized competencies required of aides or assistants should be developed through in-service training programs.

13. Professional organizations are encouraged to sponsor meetings for aides and assistants so that they may become better able to serve in the schools.

14. Colleges, school organizations and professional associations should establish in-service preparation programs which will help teachers work with aides and assistants easily and effectively.

15. Opportunities for aides to become assistants and assistants to become fully qualified teachers should be provided. Schools, colleges and professional associations are encouraged to develop appropriate work-study programs for these people. (Washington State Board of Education Bulletin 113-67)

Summary

The education and development of paraprofessionals was a relatively new field in education in the sixties. State guidelines were needed for school service aides as the number of aides employed kept increasing. Recommendations for employing and utilizing school service aides and instructional assistants were given by the Washington State Board of Education.

The writer did not know how many of the proposed guidelines were being put into effect in the Bellevue and Issaquah School Districts. The procedures to study the qualifications, training, attitudes, and duties of teacher aides in the next chapter started from a broad base of first-hand gathered information.

CHAPTER III

PROCEDURES OF STUDY

Observation of teacher aides while substitute teaching in the Bellevue and Issaquah School Districts gave the writer an opportunity to gather information first hand. The aides, teachers, and principals in these seventeen elementary schools were cooperative in answering the writer's questions and providing supplementary information. The teachers who had aides were enthusiastic and appreciative of the aides who provided extra individual help for students in addition to their assigned duties.

Informal interviews covering school policies were obtained from principals and school administrators in both districts. From the comments and observations a tentative questionnaire was prepared. Specific information could not be asked until more knowledge of college training programs were obtained.

The writer drove to Green River College in Kent, Washington to obtain information on the forty hour workshop given for teacher aides during the summer. More information was obtained at Shoreline Community College (which is north of Seattle) on their two year curriculum designed to fill the paraprofessional manpower needs of various institutions and agencies as well as school districts. While in the Shoreline School District the writer interviewed the principal at Highland Terrace Elementary School and learned that teacher aides were not hired unless they had

completed the two year program at Shoreline Community College. Information on the one and two year programs leading to an Associate Degree was obtained from Bellevue Community College in Bellevue. The writer drove about 125 miles to obtain the information desired from these colleges.

A review of literature was obtained from four libraries in the Bellevue and Seattle areas. After three revisions the questionnaire was presented to the Bellevue Research Director for approval to use in the Bellevue School District.

Permission to use the questionnaires was granted from the Bellevue and Issaquah Administration Personnel Offices. A letter of introduction and permission was attached to the questionnaires from each district.

A total of 180 miles was driven to deliver and collect the questionnaires from twenty-two elementary schools in Bellevue and six elementary schools in Issaquah between June third and June fifth.

Limitations

The questionnaire was limited to forty-three questions. Several pages of specific duties were also compiled for the questionnaire, but were not included as to insure a higher return from the respondents.

The school service aides were limited to the Bellevue and Issaquah School Districts because of the writer's desire to obtain an adequate sample.

Precaution was taken to determine accuracy when compiling the statistics for each question in the questionnaire by having a teacher aide help the writer compile the tabulations. Both the writer and the tabulator double checked the totals for each question. The tabulations were then converted to percentages and a table was made for each one.

Background Data on School Districts

In 1969-70 Bellevue, Washington was a suburban area adjoining Seattle on the East side of Lake Washington. Most of the area residents were in an upper middle class economic level and were noted for their strong support of education over the years. About 25,000 children attended the Bellevue Public Schools. In 1969-70 the district included twenty-two elementary schools, seven junior high schools, and four high schools.

In 1969-70 Issaquah was another suburban area adjoining Bellevue on the east side of Lake Sammamish. Most of the area residents were on an average or upper middle class economic level and were also strong supporters of education. One difference was the more rural appearing atmosphere with the smaller population dispursed throughout the large, 119 square mile district. About 7300 children attended the seven elementary schools, two junior high schools, and one senior high school.

Both districts received most of their school funds from property taxes. Excess tax levies were voted each year.

Background Data on the Respondents

To determine the school service aides who were to receive the questionnaire, only those adults working as aides in the twenty-eight elementary schools in Bellevue and Issaquah in grades 1-6 were chosen. One male was listed in the personnel office as an aide but he was not working at the time the questionnaire was administered on June third and was not included; neither were the two special school service aides working at Interlake Cottage.

The school service aides included the following categories: non-instructional aides, library aides, clerical aides, teacher aides--including two instructional aides who were working in the elementary schools, and special education aides.

The questionnaire embraced seventy-one adult aides in the Bellevue and twenty-two in Issaquah. The questionnaires were personally delivered to the aides or school secretaries for distribution. They were personally collected from each school's office, two days later. A few were mailed in the following week bringing the total responses to sixty-four which represented a 90 percent return. Issaquah returned twenty of the twenty-two which also represented a 90 percent return.

CHAPTER IV

INTERPRETATION OF RESULTS

The percentages reported in the following tables were calculated on the actual number of people answering each item and the number who did not respond, except for those questions which they were told to eliminate if the questions did not apply. The percentages were rounded off to the nearest whole percent; thus they will not always total to 100 percent.

All the respondents of this questionnaire were female. All the women from Issaquah were married while ninety-one percent from Bellevue were married, six percent were single, and three percent indicated "other".

As Table 1 indicates, the majority of the women were between the ages of thirty and fifty.

Table 1

Age Distribution of Respondents

Age	Percent at Bellevue	Percent at Issaquah
Under 18	0	0
18-24	3	0
25-29	7	0
30-34	14	20
35-39	33	35
40-49	41	35
50-59	2	10

It can be seen in Table 2 that the majority of the women had between two and four children.

Table 2

Number of Children of Teacher Aides

Children	Percent at Bellevue	Percent at Issaquah
0	6	0
1	12	5
2	34	40
3	23	20
4	14	25
5	6	5
6	3	0
or more	0	5

Nearly seventy percent of the aides from both districts stated they liked to work with children. Since most of them had children of their own and were in the age group of 30-50, the children most likely would have been school age thus freeing the mother for several hours a day to pursue a part time career. About half the aides from both districts stated they liked the convenient hours of work. (See Table 3, page 17)

Table 3

Influence on Becoming a Teacher Aide
(Multiple Answer)

Influence	Percent at Bellevue	Percent at Issaquah
Part time career	31	35
Education career	16	15
Want classroom teaching	12	5
Like convenient hours of work	48	55
Like to work with children	69	70
Part time work but prefer other work	8	10

As Table 4 indicates, over half the aides did not consider becoming an aide until after high school or college. As this is a fairly new field, perhaps not much information was known about aides among the general public.

Table 4

When Person First Considered
Becoming a Teacher Aide

Responses	Percent at Bellevue	Percent at Issaquah
High school	0	0
After high school	17	20
In college	2	0
After college	56	25
No response	25	55

About half the respondents from both districts did not know any aides before employment. Thirty-four percent of Bellevue aides knew one or two aides before being employed while thirty percent of Issaquah aides knew three to six aides before employment.

Table 5

Teacher Aides Known before Employment

Aides Known	Percent at Bellevue	Percent at Issaquah
0	48	50
1-2	34	20
3-4	8	20
5-6	2	10
8-10	2	0
No response	6	0

Knowing a teacher aide did not have much influence on the respondent deciding to become an aide. About one third stated that these teacher aides had some or much influence on their deciding to become a teacher aide. This reaffirms the statement from Table 5 that few aides were known and therefore influence was not as high. (See Table 6, page 19)

Table 6

Influence of Teacher Aides

Influence	Percent at Bellevue	Percent at Issaquah
No teacher aides known	27	40
No influence	17	25
Some influence or much influence	31	30
No response	25	5

The majority of aides learned of employment through principals, teachers, administrators, or friends. Principals and teachers were underlined most frequently. About one fourth of the aides secured the job through their own involvement in the schools.

Table 7

Recruitment

Responses	Percent at Bellevue	Percent at Issaquah
Newspaper article	5	5
College bulletin	0	0
Motivation from pre-school class	8	0
Friend	30	10
Principal, administrator, teacher	31	40
Other:	28	45
Applied on own	16	30
School bulletins	5	0
Volunteer workers already	3	0
Community college course	2	0
Question of education career	2	0
Need money	0	5
Daughter	0	5
Teacher Aide	0	5

An X-ray is required for employment in the state of Washington. Two aides from Bellevue who did not fulfill this requirement were recently employed or have not yet fulfilled the X-ray requirement.

Washington State does not require certification of teacher aides. Issaquah had a workshop for teacher aides over two years ago and a certificate for completing the course was given. Five percent of those aides from Issaquah indicated they had taken the workshop or a two year program. Three percent from Bellevue and five percent from Issaquah indicated they had a teaching certificate.

Table 8

Aides Possessing Any Certificate

Certificate	Percent at Bellevue	Percent at Issaquah
Yes (Workshop, 1 or 2 yr. program)	0	5
Yes (Teaching certificate)	3	5
No	94	90
No response	3	0

Over half the aides thought a Teacher's Aide Workshop would have been helpful before they started work. Many of the "No" and "No Response" stated on the side they were experienced already and did not need it now but it would have been helpful if one had been offered. (See Table 9, page 21)

Table 9

Workshop Helpful before Employment

Response	Percent at Bellevue	Percent at Issaquah
Yes	52	70
No	36	20
No response	12	10

Ninety-seven percent of Bellevue aides and ninety percent of Issaquah aides had finished high school. Eight percent of Bellevue aides had taken college graduate credits.

Table 10

Education of Aides

Education Level	Percent at Bellevue	Percent at Issaquah
Less than high school	3	10
12th grade completed	34	55
13 yrs.	16	15
14 yrs.	16	10
15 yrs.	6	0
16 yrs.	17	10
17 yrs.	8	0

Over half of Bellevue aides and forty-five percent of Issaquah aides had earned college credits. A discrepancy exists on Table 11 for the Bellevue percentage. Sixty-six percent indicated they had had some college training, yet only fifty-four percent acknowledged credits earned.

Some respondents may have taken a secretarial course, as indicated in Table 13, and did not count credits earned.

Table 11

College Quarter Credits Earned

College Credits	Percent at Bellevue	Percent at Issaquah
Under 15	6	20
15-45	8	10
46-90	8	0
91-135	14	5
136-180	6	0
Over 180	12	10

English and Introduction to Psychology were the two courses most frequently taken. About a third had taken First Aid or a secretarial course.

The college courses listed in Table 12 (see page 23) were selected from the teacher aide programs listed in Bellevue Community College bulletin. This writer also looked at the courses offered at Everett Community College, Green River College, and Shoreline Community College. Shoreline offers an introductory course for instructional aides but Bellevue does not.

Many of the aides were not aware of the one and two year programs with an Associate Degree given at Bellevue Community College.

Table 12

College Courses Taken

College Courses	Percent at Bellevue	Percent at Issaquah
Early Childhood Education	27	10
Experiences of Early Childhood	12	0
Early Childhood Practicum	11	0
Introduction to Psychology or Child Psychology	47	15
Learning (Human) and Education	12	5
First Aid	34	40
Behavioral Training	14	5
Group Dynamics	14	0
Basic Math and Procedures	22	0
Introduction to Instructional Aide	0	0
Home Management	17	5
Nutrition	11	10
Sociology	36	15
Speech	25	15
Secretarial course	33	25
Reading	12	0
Audio Visual Aids	6	10
Creative Teaching	5	5
English	47	15
Graduate studies	9	0

The question "Do You Have a Degree?" should have been qualified to read, "Do you have a college Bachelor's Degree?" One respondent checked "Yes" yet hoped to obtain a Bachelor's Degree on another question. She may have had an Associate Degree from a two year program. Seventeen percent of Bellevue aides and ten percent of Issaquah aides had a college degree. (See Table 13, page 24)

Table 13

Do You Have a Degree?

Response	Percent at Bellevue	Percent at Issaquah
Yes	17	10
No	50	40

The majority of aides were education conscious in both school districts. Sixty-one percent of Bellevue aides and fifty percent of Issaquah aides indicated their intention of taking additional classes to improve their academic skills.

The five percent who checked the two year program in Table 14 were probably those who were presently enrolled in Bellevue Community College program or were aware of its existence. One third of the aides in Bellevue were interested in obtaining their B.A. Degree or advanced studies.

Table 14

Highest Education Level Desired

Education Level	Percent at Bellevue	Percent at Issaquah
Workshop credits only	14	15
2 year program	5	5
Bachelor's Degree	17	5
Graduate Studies	16	10
Certificate (write in)	2	10

Few, if any, in-service programs have been offered to the new and experienced aides.

The majority of the aides the writer talked to while delivering the questionnaire were not aware of how many other aides were employed in the Bellevue School District or the wide variety of duties each performed. Their viewpoints were usually limited to the school they worked in.

Table 15

In-Service Programs Taken

Response	Percent at Bellevue	Percent at Issaquah
Yes	5	40
No	87	50
No response	8	10

Fifty-seven percent of the aides from Bellevue and forty percent from Issaquah had no aide experience prior to the present school year. This correlated closely with the fifty-two percent who said they thought a workshop would have been helpful. Nearly one third of all the Bellevue aides started work in January or February of this year. (See Table 16, page 26.)

Table 16

Years of Experience

Years	Percent at Bellevue	Percent at Issaquah
Less than 1 year	30	15
1	27	25
2	11	10
3	11	25
4	9	20
5 or more	11	5
No response	2	0

The aides averaged four hours of work daily. The aides' hours varied between one and eight hours depending on the category of job they performed. Non-instructional aides usually supervised the playground areas during the noon hour when the teachers were released from their duties for a half hour (Statute RCW 28.58.275). Since the noon hour was staggered for the primary and intermediate grades, the playground duty time varied.

The Bellevue Aides worked about four hours a day. The hours varied from school to school.

The library aides could have worked a certain number of hours daily or worked all day for two or three days a week. Each school varied.

The clerical aides could have worked all day in the office, come in on a split shift, or worked part time in the classroom with a teacher and part time in the office helping the secretary or the principal.

The special education aides worked in one to four classrooms a day with hours close to the classroom schedule. The Washington State Department of Education qualified four hours per day as full time and less than four hours per day as part time aides.

Table 17

Average Hours Worked Daily

Hours	Percent at Bellevue	Percent at Issaquah
1 plus	16	0
2	12	30
3	14	40
4	25	15
5	3	15
6	14	0
7	12	0
8	3	0

Bellevue School District paid five dollars monthly towards a Medical Insurance premium if an employee worked twenty hours a week or more. Full time aides were covered while part time aides were not.

The majority of the aides were aware that they did have accumulated sick leave benefits. Bellevue aides earned one hour sick leave for every twenty-two hours worked. (See Table 18, page 28)

Table 18

Fringe Benefits

Responses	Percent at Bellevue	Percent at Issaquah
Eligible for Insurance Programs		
Yes	47	50
No	28	30
Don't know	22	10
No response	3	10
Accumulated Sick Leave		
Yes	67	50
No	20	25
Don't know	12	15
No response	0	10

Nearly three fourths of the aides confered with the teacher. Those who checked the "Rarely" response may have been library aides or non-instructional aides who were directly responsible to the principal.

The majority of the aides would go to the principal for airing any complaints. Non-instructional and clerical aides were responsible to the principal. On the "Other" responses, the office secretary was written in most often as the person to whom complaints were taken.

(See Table 19, page 29)

Table 19

Problems and Complaints of Aides

Responses	Percent at Bellevue	Percent at Issaquah
Confer with Teacher for Advice about Problems		
Often	38	25
Sometimes	34	30
Rarely	28	30
No response	0	15
Whom to Talk to for Airing Complaints		
Teacher	47	40
Principal	61	80
Coordinator or Psychologist	11	0
Other	6	15
What Aides Would Probably Do about a Serious Complaint		
Leave the job without talking with teacher	2	0
Submit complaint to coordinator or principal	72	90
Talk to the teacher	41	15
Keep working without complaint	5	0
Other	3	0

The majority of aides had worked with only one principal. Over one third had worked with more than one principal. This compared with the experienced aides who had worked two to five years. (See Table 20, page 30)

Table 20

Work for More Than One Principal

Response	Percent at Bellevue	Percent at Issaquah
Yes	36	50
No	64	50

Over half of all the aides worked in the classroom for part of the day if not all. Over one third of Bellevue aides did clerical work and over one third supervised playgrounds, cafeteria, etc. Issaquah had a greater percentage supervising cafeteria, playgrounds, and clerical aide work.

There is a discrepancy under Bellevue's "special education" response. Eight aides were listed in the personnel office but nine aides checked the special education blank. One aide may have included previous experience if she was employed for more than one year.

Table 21

Category of Aide
(Multiple Answer)

Category	Percent at Bellevue	Percent at Issaquah
Non-instructional aide	39	70
Library aide	17	25
Clerical aide	37	65
Teacher aide	56	55
Special education	14	10

The majority of aides were well satisfied with their present jobs and the quality of their work.

Table 22

Satisfactions of Teacher Aides

Responses	Percent at Bellevue	Percent at Issaquah
Being a Teacher Aide		
Very satisfying	83	75
About as satisfying as most jobs	8	15
Less satisfying	3	5
No response	6	5
Quality of Work		
Completely satisfied	19	15
Very satisfied	52	50
Fairly satisfied	22	30
Not satisfied	3	0
No response	5	5

The majority of aides advised their close friend to become a teacher aide. This may have indicated a positive job attitude. (See Table 23, page 32)

Table 23

Advice to Friend on Becoming
a Teacher Aide

Responses	Percent at Bellevue	Percent at Issaquah
Definitely yes	58	20
Probably yes	36	65
Probably no	2	5
Definitely no	0	0
No response	5	10

Over 50 percent wanted to be a teacher aide for many years or hoped to go into teaching as a career.

One Bellevue aide mentioned that working as a full time aide helped her decide whether to pursue a career in education, which was affirmative.

Table 24

Feelings towards Future
as a Teacher Aide

Feelings	Percent at Bellevue	Percent at Issaquah
Want to be a T.A. for many years	39	45
Want to be a T.A. but hope to stop to be a housewife	3	0
Want to be a T.A. but hope to change to other work	20	20
Want a career in education and plan to be a teacher	20	5
Prefer to be in some different kind of work	3	5
Plan to retire soon	0	5
No response	14	20

In the following table are listed some duties which aides were asked to do. The responses did not total 100 percent as some duties did not apply to their work.

Over half the aides in both districts had playground duty and enjoyed it.

Few aides in Bellevue had lunch or cafeteria duty since prepared lunches were brought into each classroom. The majority of those responding in both districts felt neutral about cafeteria duty.

The aides were unanimous in their response, "I don't mind keeping records." The majority of aides enjoyed keeping data, and working with more than one teacher. They would discipline a child if necessary.

Table 25

Duties of Teacher Aides

Responses	Percent at Bellevue	Percent at Issaquah
Playground Duty		
Enjoy it	55	50
Feel neutral about it	20	35
Dislike it	6	5
Cafeteria Duty		
Enjoy it	9	20
Feel neutral about it	16	50
Dislike it	3	5

Table 25
(Continued)

Responses	Percent at Bellevue	Percent at Issaquah
Classroom Records		
Don't mind keeping records	62	60
Keeping Data		
Enjoy it	65	55
Dislike it	2	5
Working with More Than One Teacher		
Enjoy it	55	65
Don't mind it	8	10
Don't work with more than one	8	5
Disciplining a Child		
Don't really mind it	61	60
Dislike it, but do it anyway	23	30
Dislike it and almost never do it	3	5

On question forty-three, the aides were asked to answer and to make suggestions concerning how the quality of their work could be more effective. Thirty-three responded. There were no comments from the remaining thirty-one. Issaquah had twelve who responded. It can be assumed that the respondents did actually feel strongly about these areas as they had taken the time and effort to answer this open-end question.

Table 26

Open End Question, "In What Way Could the Quality of Your Work Be More Effective?"

Responses	Bellevue (33 Respondents)		Issaquah (12 Respondents)	
	Frequency	%	Frequency	%
District placement of aides and compatibility with teacher	9	27	0	0
Working effectively with a teacher	9	27	2	27
Playground rules and regulations needed plus equipment	9	27	3	25
Workshop and in-service programs needed	8	24	4	33
More communication with teachers and staff	7	21	2	17
Contentment with job	7	21	1	8
Teacher and aide meet before school starts	5	15		
Clerical work	5	15		
Office procedures outlined				
More time wanted in classroom				

Table 26
(Continued)

Responses	Bellevue (33 Respondents)		Issaquah (12 Respondents)	
	Frequency	%	Frequency	%
Discipline	5	15		
Spy or inferior feelings eliminated	3	9		
Working effectively with a principal	2	6	2	17
Attitudes of Teacher Aides	1	3	1	8
Become a certified teacher	1	3		
More hours	1	3	1	8
More energy	1	3		
College graduate rewarded by a higher pay scale	1	3		
Get acquainted with children			1	8

Summary

The interpretation of results were compiled into broad categories of statistics, recruitment, qualifications, training, attitudes, and duties of teacher aides. Tabulations were converted to percentages so an easier comparison of scores could be made between Bellevue and Issaquah School Districts.

Chapter V summarizes the study more fully. Conclusions from the results of the study and recommendations are also made in the following chapter.

CHAPTER V

SUMMARY

The purpose of this study was to determine the qualifications, training, attitudes, and duties of aides in the Bellevue and Issaquah elementary schools.

Qualifications. There were few requirements for a school service aide. The state required a chest X-ray and recommended a high school diploma. Ninety-seven percent of Bellevue and ninety percent of Issaquah aides had completed high school. Two thirds of Bellevue aides and nearly half of Issaquah aides had some college training. Ten percent of Issaquah and seventeen percent of Bellevue aides had college degrees, including the two who were instructional aides.

Training. The majority of aides indicated a workshop would have been helpful before employment began. Fifty-seven percent of Bellevue aides and forty percent of Issaquah aides had no previous aide experience. Several experienced aides stated it would have been helpful if a workshop had been offered but they felt they did not need one now. Few, if any, in-service programs had been offered to the aides in Bellevue. Forty percent of Issaquah aides responded they had had an in-service program and fifty percent said they did not.

The Washington State Department of Education qualified full time aides as those who worked four hours per day. Less than four hours was

considered part-time. Forty-two percent of Bellevue aides and seventy percent of Issaquah aides worked part-time. Fifty-seven percent of the Bellevue aides and thirty percent of Issaquah aides worked full time.

The study brought out the fact that aides conferred with a teacher for advice about problems; but the majority of aides would go to the principal for airing complaints or a serious complaint.

Issaquah indicated a larger percent of aides worked as non-instructional aides and as clerical aides but the percentages could be misleading as this was a multiple answer question. Both districts had about fifty-five percent of the aides working with a teacher in the classroom.

Attitudes. The majority of aides were very satisfied with their jobs and the quality of their work. They indicated they would advise their close friend to become a teacher aide. Over fifty percent wanted to be a teacher aide for many more years or hoped to go into teaching as a career. These high percentages from both districts indicated a positive job attitude.

Duties. Duties varied for the aides depending upon their job classification. The majority of aides from both districts enjoyed playground duty, keeping records and data, working with more than one teacher, and disciplining a child if necessary. Cafeteria or lunch duty was not rated very highly. Half the aides from Issaquah felt neutral

about it. In Bellevue, lunches were brought into each classroom so cafeteria duty was minimal. Only nine percent of Bellevue aides stated they enjoyed this duty.

Conclusions

The writer found there were few requirements for a school service aide. The state required a chest X-ray and recommended a high school diploma. A personal interview was required in both districts for each applicant. Some college credits were desirable, but this was not weighed as heavily by the administrators as the ability to get along with children, the ability to work effectively with a teacher, adaptability to different situations, and the ability to assume responsibility. Typing ability was considered an asset rather than a requirement.

District placement of aides and compatability with a teacher was listed most frequently by aides responding to the open-end question, "In what way could the quality of your work be more effective?" One aide stated, "The quality of work a teacher aide does is completely dependent on her teacher. She can be very effective and work with children or just do busy work!" Another aide stated, "The classroom teacher and I share such similar feelings and beliefs about discipline, and what to expect from our children. I can only suggest that all directors place the teacher aide with teachers who have mutual or at least compatible feelings about ways to teach and handle children."

Few, if any, in-service programs had been offered to the aides in Bellevue. Forty percent of Issaquah aides responded they have had an in-service program and fifty percent said they did not. It might be assumed that the definition of in-service training was misleading, individual schools within the district worked out their own programs for on-the-job training, or experienced aides could have received previous training and the inexperienced aides would have reported they did not.

Duties of a school service aide varied from one classroom to another based on the objectives set and agreed upon by the principal, teacher, and aide. Basically the teacher aide performed services and duties for the teacher to improve the learning situation in the classroom.

The majority of aides in both school districts indicated to the writer from interviews and from the questionnaire that they were content and happy with their placements. One aide stated, "An aide gets to enjoy all the fun things--working with students individually, working on dramatic presentations, and helping the students on various 'special' things which the teacher might not have time for." Another aide wrote, "I cannot imagine having a more meaningful teacher aide experience than I have had these past eight months."

Recommendations

Each school district should organize and carefully plan a school service aide program suited to their needs. Aims and goals should be

agreed upon and worked in conjunction with funds available within the school budget.

Teacher aides should be given an orientation to their school district with the specific goals from each individual school clearly stated along with standardized rules and regulations.

The teacher aides should have an opportunity to meet the teacher she works under before school starts to discuss program plans, duties, routines, and children.

Teachers should be trained in the use of teacher aides in order to use them more effectively. Lists of duties that aides can perform might be helpful at the beginning of the year. Administrators should see that a teacher wants an aide before assigning one to her.

Communication should be stressed throughout the year. It is one of the most important aspects of the teacher aide program. Specific instructions should be clearly given and understood to avoid misunderstandings. Disciplining of students should be specifically understood between aide, teacher, and principal.

Work relationships should be given a trial basis between aide and teacher. Teacher aides should be given the opportunity to transfer if the need arises. Opportunities should be provided for aides to develop skills in another aide category also.

Office procedures should be clearly outlined or defined so an aide can determine which assignments need to be done first.

In-service programs should be planned and organized for all aides. About one fourth of Bellevue aides and one third of Issaquah aides responding to the open-end question on the questionnaire stated they felt that workshops, classes, or courses for aides would be of definite value.

Pride should be built into an aides job of service. They should be recognized for the role and function they perform in the educational program.

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APPENDIX

A. Letter of Introduction

June 3, 1970

Dear Aide:

I am working on a Professional Paper for my Master's Degree at Montana State University. The purpose of my paper is to determine the qualifications, training, attitudes, and duties of Aides in the Bellevue and Issaquah elementary schools.

I would appreciate your completing this questionnaire for me. I will be back to the school on Friday, June 5th to pick up the questionnaires.

Sincerely,

Mrs. Arlene Mills

Mrs. Arlene Mills

B. Questionnaire

Please mark with an X or check mark the following questions. If there are some questions which do not apply, leave blank. Do Not sign the questionnaire.

1. Sex: _____Female
_____Male

2. Age group:
_____Under 18
_____18-24
_____25-29
_____30-34
_____35-39
_____40-49
_____50-59
_____60-69

3. Status:
_____Married
_____Single
_____Other

4. How many living children do you have?
Circle: 1 2 3 4 5 6 or more

5. Which of the following reasons had the most influence on your deciding to become a Teacher's Aide?
_____I wanted a part time career
_____I wanted a career in education
_____I hope someday to go into classroom teaching
_____I like the convenient hours of work
_____I like to work with children
_____I wanted to work part time and hopefully go into a different kind of work

6. When did you first consider becoming a Teacher's Aide?
_____High School
_____After high school
_____In college
_____After college

B. Questionnaire
(Continued)

7. How many other Teacher's Aides did you know before becoming a Teacher's Aide?

8. How much influence do you think these Teacher's Aides had on your deciding to become a Teacher's Aide?
_____No Teacher's Aide known
_____No influence
_____Some influence
_____Much influence

9. How were you recruited into becoming a Teacher's Aide?
_____Newspaper article
_____College bulletin
_____Motivation from a pre-school class with youngsters
_____Friend
_____Principal, Administrator, or Teacher urged you to apply
_____Other, please state _____

10. Were you required to have an X-ray for employment?
_____Yes
_____No

11. What is the highest year of schooling you have taken?
_____

12. Do you have any type of certificate for Washington?
_____Yes (Workshop, 1 or 2 yr. Program)
_____Yes (Teaching Certificate)
_____No

13. Do you have a high school diploma?
_____Yes
_____No (If No, skip #14, 15, 16, 17)

14. Do you have any college training?
_____Yes
_____No (If No, skip #15, 16, 17)

B. Questionnaire
(Continued)

15. What were the most college quarter credits earned?
_____Under 15
_____15-45
_____46-90
_____91-135
_____136-180
_____Over 180

16. Do you have a degree?
_____Yes
_____No

17. Check -- if you have taken any of the following courses:

_____Early Childhood Education	_____Home Management
_____Experiences of Early Childhood	_____Nutrition
_____Early Childhood Practicum	_____Sociology
_____Intro to Psych or Child Psych	_____Speech
_____Learning (Human) & Education	_____Secretarial course
_____First Aid	_____Reading
_____Behavioral Training	_____Audio Visual Aids
_____Group Dynamics	_____Creative Teaching
_____Basic Math and Procedures	_____English
_____Intro to Instructional Aide	_____Graduate Studies

18. What is the highest academic degree or certificate you intend to obtain?
_____Workshop credits only
_____1 yr. Program
_____2 yr. Program
_____Bachelor's Degree
_____Graduate Studies

19. Do you intend to take additional classes to improve your academic skills?
_____Yes
_____No

20. Do you think a 20 or 40 hour Workshop for Teacher's Aides would have been helpful when you started?
_____Yes
_____No

B. Questionnaire
(Continued)

21. Have you had any in-service programs since you started working?
_____Yes
_____No

22. How long have you been a Teacher's Aide?
_____Less than 1 year
_____1 yr.
_____2 yrs.
_____3 yrs.
_____4 yrs.
_____5 yrs. or more

23. Have you worked under more than one Principal during this time?
_____Yes
_____No

24. How many hours do you work daily? (Avg.)
_____

25. Are you eligible for any insurance programs or fringe benefits?
_____Yes
_____No
_____Don't know

26. Do you have any accumulated sick leave?
_____Yes
_____No
_____Don't know

27. How often do you confer with the teacher for advice about problems?
_____Often
_____Sometimes
_____Rarely

28. Whom do you talk to for airing complaints?
_____Teacher
_____Principal
_____Coordinator or Psychologist
_____Other

B. Questionnaire
(Continued)

29. If you had a serious complaint about your job, what would you probably do?

_____Leave the job without talking it over with the teacher
_____Submit the complaint to a coordinator or principal
_____Talk to the teacher
_____Keep working without complaint
_____Other What? _____

30. Which statement best describes the way you feel about your future as a Teacher's Aide?

_____I want to be a Teacher's Aide for many years
_____I want to be a Teacher's Aide for a while longer but hope to stop working and be a full time housewife
_____I want to be a Teacher's Aide for a while longer but hope to change to a different kind of work
_____I want a career in education and plan to become a teacher
_____I would really prefer to be in some different kind of work
_____I plan to retire soon

31. How satisfying has being a Teacher's Aide been?

_____Very satisfying
_____About as satisfying as most jobs
_____Less satisfying

32. Would you advise a close friend to become a Teacher's Aide?

_____Definitely yes
_____Probably yes
_____Probably no
_____Definitely no

33. How satisfied are you with the present quality of your work?

_____Completely satisfied
_____Very satisfied
_____Fairly satisfied
_____Not satisfied

Listed below are some duties you may do. Check the response which comes closest to your own feelings. Do not check if it does not apply to you.

34. Having playground duty

_____I enjoy it
_____I feel neutral about it
_____I dislike it

B. Questionnaire
(Continued)

35. Having cafeteria duty
_____I enjoy it
_____I feel neutral about it
_____I dislike it

36. Keeping classroom records
_____I don't mind keeping records
_____I don't like keeping records
_____Much record-keeping is senseless drudgery

37. Keeping data
_____I enjoy it
_____I dislike it

38. Working with more than one teacher
_____I enjoy it
_____I don't mind it
_____I dislike it
_____I don't work with more than one teacher

39. Disciplining a child
_____I don't really mind it
_____I dislike it, but do it anyway at times
_____I dislike it and almost never do it

40. On the following scale please circle your impression of yourself:

Cold	1	2	3	4	5	6	7	Warm
Frustrated	1	2	3	4	5	6	7	Contented
Boring	1	2	3	4	5	6	7	Interesting
Lenient	1	2	3	4	5	6	7	Strict
More interested in subject matter	1	2	3	4	5	6	7	More interested in children

41. Which category of Aide would you classify yourself?
Check one or more as it applies to your work.
_____Non-Instructional Aide (Supervise playgrounds, cafeteria)
_____Library Aide
_____Clerical Aide
_____School Service Aide or Teacher's Aide
_____Special Education

B. Questionnaire
(Continued)

42. What did you think of this questionnaire?
_____It was interesting
_____It was somewhat interesting
_____It was not interesting
_____I learned something from it

43. In what way could the quality of your work be more effective? Please make suggestions.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Do Not sign this questionnaire. Put it in the envelope and close.

Return this to your principal for me to pick up on Friday, June 5th.

Thank you for your cooperation. I appreciate it very much.

C. Opinion of Questionnaire

Nearly half the aides thought the questionnaire was interesting to take.

	Percent at Bellevue	Percent at Issaquah
It was interesting	48	45
It was somewhat interesting	27	35
It was not interesting	6	5
I learned something from it	12	10
No response	6	5

An administrator hiring new aides might look at the self impressions that aides have of themselves.

One former teacher, now an aide stated, "a good teacher is interested in both subject and child." This statement on interest may have been more of a personal philosophy and should have been stated as a separate question as about twenty percent of the respondents did not answer or understand the rating scale.

The Bellevue Mean of 5.94 and Issaquah Mean of 5.61 on the Cold-Warm scale shows the majority of the aides consider themselves friendly and easy to get along with.

The Bellevue Mean of 5.92 and Issaquah Mean of 5.29 on the Frustrated-Contented scale indicates the majority of aides are contented. One aide is very frustrated on the Bellevue scale.

There was a wide span of responses on the Boring-Interesting scale.

Most of the aides do not consider themselves very strict or very lenient but fall near the middle of the Lenient-Strict scale.

The highest Mean score of 6.13 and 5.84 was on the "More interested in Children" scale for both school districts.

D. Teacher Aide Self Impressions

Bellevue

	1	2	3	4	5	6	7		Mean
Cold				7	10	14	21	Warm	5.94
Frustrated	1		2	2	7	20	18	Contented	5.92
Boring		1	2	10	11	10	16	Interesting	5.50
Lenient		3	1	12	20	7	8	Strict	5.00
More interested in subject matter		3	1	12	20	7	8	More interested in children	6.13

No response 17 percent
Not understood 3 percent

Issaquah

	1	2	3	4	5	6	7		Mean
Cold				5	3	4	6	Warm	5.61
Frustrated		1	2	2	3	4	5	Contented	5.29
Boring			1	2	8	3	3	Interesting	4.70
Lenient		2	1	4	6	4		Strict	4.53
More interested in subject matter				6	1	2	10	More interested in children	5.84

E. Green River College Workshop Schedule

1. Orientation

First Hour Schedule

1. Introduction
2. Role of teacher aides
3. Tour of facilities

Second Hour Schedule

1. Philosophy or orientation
2. Material
3. Secretarial skills
4. Audio-visual hardware

2. Professionalism

3. Child Growth and Development

4. Audio-Visual -- Learn to use filmstrips, tape recorders, sixteen millimeter projectors, video tapes, dry mount press, overhead projector, and opaque projectors.

5. Materials and Resource Center

6. Discipline and Problem Areas

7. Supervision -- Playgrounds, lunchrooms, etc.

8. Reading Materials -- and publisher's demonstration

9. Reading -- SRA, ELD, words in color

10. Creative work

11. First Aid

12. Graphic Skills -- Bulletin Board displays

13. Secretarial Skills -- typing, use of PA system, thermofax and office procedures, lettering, mimeo, office machines, ditto, and stencil.

14. Visit Resource Center

F. Bellevue Community College

The Bellevue Community College works cooperatively with the Bellevue School District in providing a one year course of study for teacher aides and a two year program which was just initiated last year. The courses listed are:

Associate Degree Program

First Year			Credits
Early Childhood Ed.	171		3
	172	Experiences of Early Childhood	5
	181	Children's Creative Activities (Lec. & Lab)	5
English 101			5
Psychology	100	Introduction to Psychology	5
	200	Learning (Human) & Education	5
Sociology 110			5
Approved Electives			14
		Total credits	47

Second Year			
Early Childhood Ed.	191	Practicum	5
	192	Practicum	5
	193	Practicum	5
	201		3
Health 292			3
Home Ec.	130	Nutrition	
	220	Home Management	
Sociology	255		5
Speech	220		5
Approved Electives			9
		Total credits	48

Early Childhood Education
(One Year Program)

ECED	171		3
	172	Experiences of Early Childhood	5
	181	Children's Creative Activities	5
	191	Practicum	5
	192	Practicum	5
	193	Practicum	5
	201		3
Health 292			3
Home Ec 220		Home Management	3
Approved Electives			8
		Total credits	45

G. Shoreline Community College
(From: Mr. Larry Rebo, Instructional Aide Director)

Starting in the fall quarter of 1969, Shoreline Community College began offering a full 2-year curriculum designed to fill the paraprofessional manpower needs of various institutions and agencies.

The curriculum as it is existent today has three areas of concentration: the core courses, the Instructional Aide courses, and an area of specialization.

The core courses include:

English 91 or English 101	Speaking, writing, listening
Secretarial Science 130	Beginning typewriting
Speech 100	Basic speech improvement
English 95	Developmental reading
Psychology 100	General Psychology
Secretarial Science 131	Intermediate typewriting
Speech 110	Voice and articulation improvements
Sociology 110	Survey of sociology
Physical Education 292	First aid and safety
Secretarial Science 170	Duplicating processes
Psychology 206	Child Psychology

Instructional Aide courses include:

Instructional Aide 110	Introduction to working with groups and presentation of opportunities in Instructional Aides
Instructional Aide 120	Human and public relations
Instructional Aide 130	Group dynamics
Instructional Aide 140	Audio-visual skills
Instructional Aide 210	Extra-curricular internship
Instructional Aide 220	Elementary school and 6-12 year olds
Instructional Aide 230	Basic mathematics
Instructional Aide 240	Creative teaching
Instructional Aide 250	Procedure. Seminar with observations.
Instructional Aide 260	Internship
Instructional Aide 270	Seminar for internship

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The elective or specialization can be concentrated in one of many areas and usually involves about twenty quarter credits. Such areas include:

P. E. Recreation Specialty
Art Specialty
Drama
Early Childhood Specialty
Secretarial Science Specialty
Exceptional Children Specialty

The program is planned to be open-ended. That is, a student may complete the two year program and find employment in his (her) field or transfer to a senior institution and pursue a B.A. degree with only a minimum loss of earned credit.

H. Robert Frost Elementary School
(From: Mr. Del Haroldson, Project Director for Teacher Aide Trainees)

The Robert Frost Elementary School started a new pilot program in 1970 for training teacher aides within the classroom in Kirkland, Washington. The applicants were carefully screened for this teacher aide training intership program as placement numbers were limited.

The ten teacher aide trainees worked on-the-job during the school day for a twelve week period which started in January of 1970. Half the aides were trained for a six week period and the other half were trained for the next six week period. After evaluation results were compiled, a recommendation for six aides working for twelve weeks instead of six weeks was urged.

Four teachers used a team approach for the "open concept school". The main classroom had only dividers, not walls, to separate the four classrooms. The classes were graded but they were not "self contained". The children had the mobile advantages of the non-graded school, yet they were graded.

The teacher aides worked in the classroom with the four teachers in individual situations helping aide a child or a small group of children. The aides were trained for certain competencies such as taking a group of children and helping them in individualized reading which the teacher had planned, doing clerical duties, etc. Typing ability was required of aides but accuracy was stressed more than speed.

H. Robert Frost Elementary School
(Continued)

Aides were evaluated on a one to ten scale by the teacher or teachers they worked under. Their reaction to certain situations when the teacher was not immediately available and their reactions towards children were also noted.

The aides were paid forty dollars a week while taking the course. The teachers who were involved in the planning committee were paid fifty-six dollars a day.

The Robert Frost Elementary School was also training ten instructional aides in a one year program. These aides had their B.A. degree in another field but they lacked certification requirements. After one year, they were then eligible for state certification to teach.

Funds for the teacher aide pilot program was provided by the United States Government under the Educational Professional Development Act, Part B-2, the State Department of Public Instruction, Central Washington College in Ellensburg, the Lake Washington School District, and the Lake Washington Teacher's Association. The policy board had decided that the training of future teacher aides and teachers should be a shared responsibility.