Survey of recent literature regarding the position of teacher aides within U.S. public elementary schools and their involvement in differentiated staffing

Mary Therese Conforti
A SURVEY OF RECENT LITERATURE REGARDING THE POSITION OF TEACHER AIDES WITHIN U.S. PUBLIC ELEMENTARY SCHOOLS AND THEIR INVOLVEMENT IN DIFFERENTIATED STAFFING

by
Mary Therese Conforti

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CHAPTER I
INTRODUCTION

Purpose of the Study

During the 1960's America's educational systems felt to varying degrees the pressures exerted by an expanding and changing society. Mushroonining enrollments of students at the elementary and secondary levels, declining numbers of qualified teachers, and an individualized philosophy of instruction were some of the demanding needs which faced U.S. elementary school staffs in the last decade. In an attempt to meet these challenges the concept of auxiliary personnel began to grow and flourish within the educational scene.

Statement of the Problem

"By 1967 there were over 82,000 teacher aides hired by local school systems under the ESEA. To this must be added the hundreds of aides hired solely through local funds or other sources."\(^1\) Today there are about 200,000 teacher aides in the United States and current estimates indicate that by 1977 the number may grow to one and a half million.\(^2\) Although the con-


cept was not new the comprehensiveness and extent of its employment was unprecedented. The present conceptualization encompasses the idea "the teacher and his staff."  

**Specific Objectives**

This writer had the opportunity to experience the benefits of a plan which employed a minimal number of teacher aides. Contact with the program motivated the writer to question the cause, scope, research, and future of the concept on the national level. It was the writer's objective to survey the literature in order to discover:

1. The causes which gave rise to the increasing use of auxiliary personnel in elementary schools.
2. The rational behind auxiliary personnel use.
3. The major classifications of auxiliary personnel and their respective duties.
4. The types of programs used to train auxiliary personnel.
5. The results of research projects which have employed auxiliary personnel.
6. The relationship of auxiliary personnel to the concept of differentiated staffing.

**Definition of Terms**

The term "Auxiliary Personnel" is used to denote employees who, though lacking the traditional requirements for the education profession, perform auxiliary functions.

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as defined by Webster's New World Dictionary, i.e. they "help, assist, and give aid and support" to the learning-teaching process. While this may not be the ideal term, it is more positive than "nonprofessional" or "paraprofessional" and more inclusive than "teacher aide." The latter generally refers to the entry level alone, not to assistants and associates; and to only one type of educational function - teaching - not to other functions such as counseling, library services, and home school relations, in which assistance is needed.¹

Limitations

This study has been limited to literature and research concerning auxiliary personnel programs which employ adults in United States elementary schools. The writer has also attempted to limit the review of literature to the past ten years. There are however a few studies which were considered significant and therefore were included in the review.

Significance

Today educators are seeking a clarification of the rationale for the utilization of auxiliary school personnel, not as a temporary expedient or palliative but in terms of the long-range goals of the educational enterprise. Education which is relevant for each individual child has sometimes been viewed as ideal but impractical. Such education seems to others as one of the attainable goals to be achieved through the improved utilization of all school personnel-professional and nonprofessional.²

It is the writer's intention that this study will help

to clarify the concept of auxiliary personnel and will be used by those interested in initiating long-range programs which aim at reaching every child.
CHAPTER II

REVIEW OF LITERATURE

The expanding phenomenon of auxiliary personnel has appeared on the educational scene and with this hierarchical system change have come new methods, roles, and organizational structures. Teachers, administrators, and professional educators, all have explanations regarding its genesis and growth.

CAUSES

Belief that the simultaneous occurrence of many events makes it impossible to separate cause and effect has caused this writer first to reflect on the educational, social, and economic forces which interacted and supported the growth of auxiliary personnel use in United States public elementary schools during the 1960's.

Educational Causes

Philosophical changes in pedagogy became increasingly emphasized within the educational system during the 1960's with the acceptance and adoption of child-centered philosophies which emphasized the provision of opportunities for maximum self-realization for each student.

During the past thirty to forty years educators have
gained increasing insight into the nature of child growth and development. Perhaps the first major breakthrough in this regard was a confirmation that the intellectual abilities of children differed and could be measured in what came to be known as an intelligence quotient (I.Q.). Then it was discovered that even children of the same I.Q. had other differences and tests were constructed which purported to measure such factors as a child's verbal and quantitative abilities. Recent studies involving creativity and the identification of the gifted indicate that these factors are only partially related to I.Q. Even when various measures of giftedness and creativity are employed the prediction of academic success for a given child is still subject to a large degree of error.

These findings have paved the way for a major change from subject-centered philosophies which had emphasized the presentation and development of material to the student. In summary:

Not only have educators learned that there are vast differences among the children of a given classroom, but they have also learned that there is a great deal of variance within a given child as he deals with different subject areas. ...In short, while the concept of equality may still be a desirable one in jurisprudence, it has no validity in education except in regard to educational opportunity.

But while placing the central focus on the individual child and his process of self-realization the new educational philosophy also maintains that the school must strive to provide a body of knowledge to develop sound values and ethical standards and to learn the necessary balance between self-discipline and freedom, as has been traditional in the past.

This enlarged philosophy broadened the scope of the teachers' duties with the inference that it is the teacher's

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2Ibid.
responsibility to continuously challenge and develop each child to his maximum capacity.

An inference, as Shipp has said, is that: "The teacher of today does not plan one lesson for all the children in his class; he is expected to individualize instruction to suit the needs of each of his pupils and hopes to spend time with each child each day."³

A means to meet this new challenge was looked for within the educational system. Edsledt comments on the attempt: "As the demands of modern life have increased, as school curricula have expanded, as instructional techniques have become more complicated, as services offered by schools have been extended, teachers and other school personnel have found the traditional concept of teaching more and more unrealistic."⁴

Thus educators realized that a new method was needed to meet this goal. Individualized instruction of students became the goal. Materials and new methods were devised to implement it. But according to Henderson:

Over the years we have alluded quite freely to the need for individual instruction. In some cases we have even convinced ourselves in a somewhat pseudo way that we were really individualizing student needs.⁵

And Edelfeldt comments:

In reality the philosophy changed but the system had remained the same. The view of the school system as a vast, monolithic, faceless group of teachers doing the same thing is widespread. 6

One of the major causes for this lack of adaptation was lack of time for the teacher to personally accommodate instruction to meet the needs of all his students.

According to Henderson: "If teacher time is the factor that allows for new direction in individualizing instruction and if it is an extremely difficult task with a teacher-pupil ratio of twenty to one then how can we ever concern ourselves with individualizing instruction while the barrier to thirty to forty students is not uncommon." 7

Another commentator on this lack of adaptation said:

Any factors contributing to ineffective teaching are a cause of concern to everyone involved in public school education. Increased non-teaching responsibilities of teachers are resulting in the reduction of time available for instructional activities, and it seems that even reduced pupil loads have not brought the desired relief nor made it possible for teachers to devote the major part of their efforts to instruction. It is perfectly natural therefore that plans for providing assistance to teachers have been considered. 8

Thus the inclusion of auxiliary personnel within the


instructional situation was justified as a means of obtaining the educational goal of improved individual learning opportunities by providing more time for the teacher to pursue her professional duties of diagnosis, planning and instruction.

Social Causes

A variety of social factors also contributed to the increased use of auxiliary personnel. Dissatisfaction with society in general is cited by Edelfeldt who said, "Most of our shortcomings can be improved by education."9

Bowman and Klopf attribute the irrelevance and organizational structure of education as a cause:

Recent manifestations of physical violence and verbal protest give tangible evidence that many segments of the population are dissatisfied with their role in the economic and social fabric of society. Many hold the school chiefly responsible for the current unrest and strive through its failure to respond to the changing ethos and to the insistent demand for true equality of opportunity. Further, they contend that the school has given inadequate response to the shifting vocational scene and the demands of advanced technology. Change they say is evident in all facets of evolving life except the organization, personnel, and process of the American school; the school's relationship to the community, its design and structure, its staff and people are not in pace with the expectations of the new community. Finally they hold that the human equation in the classroom - the teacher-pupil and pupil-pupil interaction - has with rare exception remained fixed and immutable.10


They also suggest that critical social barriers between schools and communities were a factor in making educators look favorably upon the inclusion of auxiliary help. "Heightened awareness of the special learning needs of young children and a developing insight into the communication blocks that often exist between middle-class professionals and disadvantaged children called for closer linkage of school and community."\(^{11}\)

Glovinsky and Johns agreed when they discussed their study of paraprofessionals in Wayne County.

The demands placed on schools by society today call for new and imaginative approaches. One such approach is the use of trained paraprofessionals working in schools to provide at-the-elbow help for teachers and students. There is unlimited potential for positive educational change through the present utilization of trained assistants in every area of professional services in schools.

Unquestionably school leaders are obliged to heed and rectify the widening breach between school and community. Involving trained workers as school paraprofessionals promises to provide the needed linkage to make schools more relevant to the life around them.\(^{12}\)

A communication breakdown, combined with an insistence on equality of opportunity and charges of educational irrelevancy therefore were the major social causes which led to the increased utilization of auxiliary personnel.

Economic Causes

Economic causes were mentioned by Stafford when he suggested that the teacher aide program was initiated as a

\(^{11}\)ibid., p. 6.

partial solution to the problem of increased enrollments in
the face of the teacher shortage and inadequate classroom
facilities.\textsuperscript{13}

According to a research bulletin put out by the \textit{NEA}
in 1963 it was estimated that 125,000 teachers were needed to
replace those leaving the profession; 35,000 to serve in-
creased enrollments; 30,000 to relieve overcrowding and half-
day sessions; 25,000 to give instructions not now provided;
and 25,000 to replace personnel—a total of 240,000. Pro-
jected shortages estimated the need for the coming year at
136,000.\textsuperscript{14}

Baier and Woodward agreed that the population explosion
was another of the primary factors of the teacher shortage
which supported the growth of auxiliary personnel. ". . . the
figures provided by the U.S. Office of Education and the
National Education Association over the past decade show that
the increase in the number of elementary school pupils has
been far greater than the increase in the required numbers of
teachers trained during the same years."\textsuperscript{15}

Another contributing economic factor which preceded
the decade was an average decrease in elementary school class

\textsuperscript{13}Curt Stafford, "Teacher Time Utilization with Teacher
p. 82.

\textsuperscript{14}"The Evaluation of Nonsertificated Personnel," \textit{NEA

\textsuperscript{15}Baier and Woodward, \textit{Team Teaching in Action}, p. 4.
size of 1.8 pupils.\textsuperscript{16} Thus more teachers were needed to fill positions even if the school enrollments remained constant.

Furthermore, most school systems today are providing more special services to pupils than in past years. Counselors, speech therapists, supervisors, and remedial teachers are in many cases former classroom teachers who have continued their careers in a more specialized way. This only served to increase the already severe teacher shortage and make more clear the need for auxiliary personnel within the educational system.

President Lyndon B. Johnson responded to this need when he declared a War on Poverty to be one of the major accomplishments of his administration in 1964. One of the results was a tremendous increase of federal funds which were delegated to local schools, and which facilitated the use of auxiliary personnel on a nationwide basis. According to Joy:

The Economic Opportunity Act was passed in 1964, authorizing the expenditure of one billion dollars to be spent in anti-poverty programs. A major emphasis of the bill was on programs "for the poor, with the poor, and by the poor" creating the potential of thousands of non-professional jobs and careers.\textsuperscript{17}

Johnson further develops this idea:

In 1966-67 it has been estimated that some 10,000 new paraprofessionals or auxiliary personnel such as teacher

\textsuperscript{16}Ibid.

\textsuperscript{17}Adena Joy, "System and Role Conflict Inherent in the New Careers Concept" (unpublished Ph.D dissertation, University of California, Berkeley, 1968) p. 11.
aides, guidance aides, teacher clerks and the like have been introduced into American public schools, utilizing financing provisions of Title I of the Elementary and Secondary Education Act. Such federal programs were primarily directed towards attacking the perennial and devastating national problem of poverty and its ramifications which adversely affect the maximum utilization of human resources. As is our custom, we continue to believe that the schools can offer the best hope for salvaging human resources by providing new educational opportunities for the socially, culturally, and economically disadvantaged.18

Another legislative effort which aided in the development and use of auxiliary personnel, was the Education Professions Development Act of 1967 which provided for state education agencies to submit state plans which included programs to obtain services of teacher aides and train them.19

Moody summarizes these causes:

Today with the many innovations in education resulting from rapid population increases and an explosive growth of knowledge, educational leaders are having to make adjustments in their instructional programs in order to meet the complex demands of the times. Many of these innovations and adjustments are placing more and greater demands upon the teacher. Thus responsible school officials and educators are seeking new means of improving the quality of instruction and equalizing opportunities for learning. Consequently, within the last few years, there has been a sharp increase in the use of teacher aides to assist teachers with sub-professional tasks.20


Rationale

Educators thus faced with these economic, social and educational demands have now had to substantiate a rationale for auxiliary personnel which incorporates traditional and new educational goals. According to Bowman & Klopf:

Today educators are seeking a clarification of the rationale for the utilization of auxiliary school personnel, not as a temporary expedient or palliative but in terms of the long-range goals of the educational enterprise. Education which is relevant for each individual child has sometimes been viewed as ideal but impractical. Such education seems to others as one of the attainable goals to be achieved through the improved utilization of all school personnel—professional and nonprofessional. 21

Therefore educators on all levels who have looked favorably upon auxiliary personnel have been called upon to state the multiple educational, social, and economic benefits which they perceive are derived from their use, regardless of the composition of the school population or the socio-economic background of the auxiliaries.

Educational Benefits

Shipp lists as one of the benefits, relief of the teacher from routine clerical duties, thus allowing for more individualized instruction. 22 In their Wayne County Report on Paraprofessionals Glovinsky and Johns concurred and stressed that auxiliary personnel made it possible for the certificated

21 Bowman and Klopf, New Careers and Roles in the American School, p. 8.

person to use his skill and training more effectively.  

Wielgal emphasized the "direct contact" of aide and child when the aide works in the area of reinforcement and enrichment after lessons have been developed by the teacher. This service rendered by the teacher-aide is known as "knowledge of results". Wielgal feels that affirming and clarifying a child's learning is an invaluable asset in education and that these functions fall within the scope of auxiliary personnel.  

Assessment agreed with Wielgal that aides do not teach, rather they reinforce what has already been taught or use a special remedial drill for a special difficulty, thus helping the teacher provide for individual differences.

A multi-level team approach is listed by Bowman and Klopf as a benefit. They cited as corresponding assets of such a program, more freedom of movement, more small groupings and more independent activities than would be feasible for one person often operating under difficult teaching conditions. They also suggested that the teacher might, with this assistance, be able to experiment with innovative techniques otherwise impossible.

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23Clavinsky and Johns, Studying the Contribution of the Paraprofessional and Planning for Their Recruitment, p. 25.
26Bowman and Klopf, New Careers and Roles in the American School, p. 9.
Goulet agrees with these benefits and states that auxiliary personnel are having an effect upon school organization because newer concepts such as flexible scheduling, team teaching, and independent study have become easier to implement with their assistance.27

Another asset described by many teachers who participated in such programs is that they see their own roles in new perspectives when working with aides. Their new role they picture as an additive rather than as a substitute for teacher-pupil interaction.28

Baer and Woodward summarized these findings when they said, "While these illustrations show a great diversity in their specific purpose, it can be seen that all emphasize the importance of the classroom teacher and see the improvement of the teacher as the best means to maintain continuous instructional improvement for the pupils."29

Social Benefits

Improved communication between the home and school by involving people indigenous to the community and more child-adult contacts within a classroom setting are cited by Shipp...


as social benefits. Most educators concur that an increase in the adult-child ratio within the classroom is beneficial and many are quick to add that an increase in such relationships is especially beneficial to children from deprived backgrounds.

Joy develops the rationale behind community involvement in deprived areas.

The introduction of low income parents inside the classroom was seen as a procedure for bringing about changes in attitudes, perception, and behavior of parents, teachers, and children alike. Because the poverty child is confused if not traumatized by the extreme polar-ization of the cultural styles he encounters at home and at school, the teacher aide project hoped to modify these differences by bringing school and home closer together. This idea is further developed by Bowman and Klopf, who said:

The auxiliary who has lived in disadvantaged environments speaks to the disadvantaged child or youth in a way that is neither strange or threatening. He may help the new pupil adjust to the unfamiliar world of the school without undue defensiveness and fill the gaps, if any, in his preparation for learning; the auxiliary may build upon the strengths of the pupil which may have more relevance to the new situation than the child himself realizes. This cultural bridge is an asset even if there were no need to provide jobs for the poor. 

Bowman and Klopf also point to the fact that the aide's presence may serve as a model of success which students or


32 Bowman and Klopf, New Careers and Roles in the American School, pp. 9-10.
their parents may strive to perceive.\textsuperscript{33}

Edelfeldt believes that educational change is one of the social goals to be perceived by the use of auxiliary personnel and that the most effective way to get commitment to new approaches and different ideas is to involve people in their development.\textsuperscript{34} Through this involvement he sees relevance being built into the educational structure in the shortest amount of time. Commenting on this, Bowman and Klopf said:

\begin{quote}
... the auxiliary from the child's own neighborhood may be able to interpret to the middle-class professional some aspects of the behavior of a child who is nonresponding in school. The auxiliary may, in turn, interpret the goals of the school and the learning-teaching process to both parent and child. To reach the child for a few hours a day without reaching others who influence his mode of living may be of little avail. The parent who doesn't understand a school official sometimes may find help from a neighbor serving as a school auxiliary.\textsuperscript{35}
\end{quote}

Thus the social rationale for the use of auxiliary personnel is built on the idea that it contributes to the learning of the children, gives teachers a new and higher sense of their role, brings home and school closer, provides a role model for the children, and provokes consideration of the role and function of all school personnel and even of the

\textsuperscript{33}Ibid., p. 10.

\textsuperscript{34}Edelfeldt, "The Teacher and His Staff," p. 11.

\textsuperscript{35}Bowman and Klopf, \textit{New Careers and Roles in the American School}, p. 10.
school itself.\textsuperscript{36}

\textbf{Economic Benefits}

Along with the educational and social benefits that are attributed to auxiliary personnel use are economic benefits. According to Goulet: "Some educators are discovering that through well-planned uses of trained aides, high staff turnover as a result of large classes, problem students, or work overload may be lessened.\textsuperscript{37}

Educational administrators truly appreciate this benefit because low staff turnover rates provide them with more time to carry out their planning and supervisory duties and also insure that a more competent and stable atmosphere will exist among staff members and students within schools and school systems.

Another economic benefit Goulet states as a basis for a rationale for auxiliary personnel is that:

Through the use of these aides in many capacities, school officials are finding new sources of manpower and new patterns of staff utilization. In addition, they are creating exciting auxiliary positions in school programs and new opportunities for citizens in their communities.\textsuperscript{38}

In \textit{New Careers and Roles in the American School}.


\textsuperscript{37} Goulet, "Cultivating a New Crop of Human Resources with the ESEA Title III," p. 32.

\textsuperscript{38} Ibid.
Bowman and Klopf discuss three innovations which are characteristic of the new auxiliary programs. One was a shift from the creation of entry level jobs leading nowhere, to the concept of a career leader, with training available at each step for those who seek and merit upward mobility. A second innovation of these programs was emphasis upon the involvement of low-income workers as participants in the problem-solving situations. The third essential of the new careers movement was the more systematic approach to the program. This included role development, training, and the institutionalization of auxiliary personnel as a stable and integral part of public service. \[39\]

MacLemann points out another aspect of the program.

We see training for aides as a new form of educational education on a work-study model in which basic education and training are combined with and made relevant to a carefully planned and supervised work experience. In this way we believe we can combat many of the motivational problems schools find in young people from deprived backgrounds.

These training modal have meaning not only for the prevention of delinquency and the rehabilitation of delinquent young people, but also for vocational and technical education because they link training and formal education.\[40\]

Thus MacLemann sees the training and provision for gainful employment of probable delinquents as an economic

\[39\] Bowman and Klopf, New Careers and Roles in the American School, pp. 7-8.

asset of an auxiliary program.

Another benefit of auxiliary personnel is mentioned by Bair and Woodward, who feel that the inclusion of new personnel within the schools is an easy and positive response to the teacher shortage. They maintain that the use of auxiliary personnel does not lower or waive professional standards which are set for entrance to the profession but rather provides an inexpensive economic answer which allows the teacher to delegate many of the tasks which she is normally expected to do but which do not require professional training. Thus increased teacher effectiveness is accomplished by freeing teachers from disproportionate nonprofessional functions.\(^4\)

Thus the economic rationale perceives low staff turnover rates and new sources of manpower as positive benefits which result from the implementation of auxiliary personnel programs.

In summary multiple educational, social, and economic benefits are perceived by the utilization of auxiliary school personnel.

**Types of Auxiliary Personnel**

The use of auxiliary personnel in the educational setting is not unusual. Doctors, dentists, and other professionals have for some time recruited and trained assistants to do the nonprofessional tasks related to their work. In the

past school systems occasionally used nonprofessionals in a
variety of capacities, but in recent years, this employment
has become more widespread due to a variety of educational,
social, and economic factors.

In surveying the literature related to auxiliary per-
sonnel this writer perceived that two distinct types of
auxiliary personnel programs were evident in U.S. public
elementary schools; paid auxiliary personnel and volunteer
personnel.

Paid Auxiliary Personnel

Auxiliary personnel employed within the educational
system have been given various titles such as 1) paraprofess-
ionals, 2) sub-professionals, 3) teacher assistants, 4) teacher
clerks, 5) teacher aides, and 6) educational aides. Several
definitions have also been suggested to help establish the
role of these persons. A general and inclusive description
of auxiliary personnel is: "An assistant to teachers, library
aides, school recreation aides and other ancillary personnel
who are under the supervision of professional members of the
school staff, but the term does not include persons who are
primarily responsible for the instruction of pupils." 43

42 Dale Findley, Teacher Aides: A Status Report, (Terre
Haute, Indiana: School of Education, Indiana State University,

43 A. Hill 8, 721, "National Elementary Principal XLVI
In their description of auxiliary personnel, Glovinsky and Johns include the idea that they may provide general school aid which cuts across rigid positions and descriptions. In short they feel that auxiliary personnel may work in a school or a community on tasks usually performed by the professional or not performed at all.44

**Qualifications of Auxiliary Personnel.**—Formerly two important factors have characterized the usual school auxiliary personnel:

They have had a middle class level of education and they have performed non-teaching, routine tasks. Most aides have had at least a high school education and often several years of college. Their function has been described as "an extra pair of hands" to "free the teacher to teach" relieving her of jobs which do not involve the pupils and their education.45

Today certain basic kinds of requirements and qualities are inherent within most schools' auxiliary personnel programs.

A minimum age of seventeen to twenty-one is usually a qualification for employment and while the demands of the work are not strenuous, good health is considered an essential.46 A satisfactory physical examination is also generally required


of all applicants, as is a statement that verifies that the
applicant has had no criminal record of involvement with
children.47

Educational requirements vary. In the past certain
requirements were the norm. Today the applicant must be
literate but need not meet any particular standards of educa-
tional achievement or levels of education. They range in ex-
perience from college graduates to dropouts. According to
Hayes:

To demand specific educational attainment and prior ex-
perience may be harmful to the program and to those
serving as well as those being served. Of the many
schools that have established a minimum of two years of
college for aides, some have not identified what kind of
college work is required apparently not deeming it im-
portant. This writer agrees; it isn’t important. . . .
what more does a high school diploma guarantee in an
aide candidate than does lack of the document guarantee
for a non-graduate? Built-in errors, cumulative in a
staff recruited from one social level, are increased by
this kind of recruitment.48

Characteristics of the position seems to indicate
another qualification. Although women fill almost all of the
auxiliary school positions, being a female is not a requisite.
The high percentage of women in this field is attributed to
the involvement with children, hours of employment, location,
and pay characteristic of this employment.

48Ibid.
Residency requirements vary. Some systems require that the auxiliary have a child in the school and that he live within the attendance area of that school while others make no such stipulation.49 Hair and Woodward feel that residence should not be a criterion in the selection of auxiliary personnel: "Because of the confidential nature of the materials handled by clerical aides, it is desirable to employ persons who do not have children in the school to which they are assigned."50 These attitudes and qualities which enhance the contributions of auxiliary personnel within the school system are summarized by Bowman and Klopf as:

1. Skill in relating to others in a learning environment involving understanding of the goals, structure, organizational patterns, roles, channels of communication and staff responsibilities in the school life, and a realization of new potentials for learning as they team with others.

2. Skill in identifying the successive stages of human development and the relationship of the school experience to the physiological, intellectual, social, and artistic development of children and youth.

3. Skill in fostering communication and interpretation between home and school so as to reduce home-school alienation and avoid the negative impact upon learning which ensues when the child is torn by conflicting values and divergent childrearing practices.

4. Skill in developing a multiple role, including a)


50 Hair and Woodward, Team Teaching in Action, p. 80.
the ability to share routine tasks which must be performed; b) understanding of the learning process which will enable the auxiliary to contribute directly to the total development of children and youth; c) the ability to cooperate with other team members without undue doubts and suspicions; and d) the capacity for personal development both in relation to the school setting and in relation to the total society, its tensions, trends, and potential reciprocities.

5. Specific skills related to the learning-teaching process, including: observational skills, listening skills, skills in small group leadership, organizational skills, skills in both method and content which facilitate learning directly and mechanical skills which support learning indirectly.

6. Understanding the requirements of the world of work, including such areas as: attitude toward holding a job, promptness, personal grooming, responsibility, and establishing rapport with co-workers.

7. Skills in basic communication such as, a) reading, increasing reading rate, reading to find out the main ideas; b) writing: taking messages, outlining and organizing material, writing reports; c) oral skills: improving diction, sharpening auditory discrimination, speaking on the telephone.51

In conclusion, one can see that the identification of those persons to be employed as aides requires careful screening. But an observation made by Hayen is interesting and should be remembered; after aides have served for some time those aides who ranked low to begin with and yet were hired despite meager "qualifications" often became the outstanding aides in the school.52

51Bewman and Klopf, New Careers and Roles in the American School, pp. 221-222.

52Frederick V. Hayen, "Finding and Screening Aides," Aides to Teachers and Children, pp. 8-9.
Role of Auxiliary Personnel.—With the interest and support from professional organizations the utilization of auxiliary personnel in the educational program has gained greater acceptance. But differences between the teachers and the auxiliary's roles need to be defined in order to clearly perceive their duties. According to Glovinsky and Johns:

These questions are central to the issues of role definition and procedures to be established for granting of credentials, certificates or licenses. Clearly, the school professional performs a variety of tasks, the range of which extends from simple behavior requiring no training and little ability to those that require special talents and perceptions supported by extensive training and experience.53

They believe that the line that separates the professional from the paraprofessional can be drawn by considering the following precepts:

1. Diagnosing of student needs is a professional task.
2. Prescribing instruction programs is a professional task.
3. Selecting appropriate materials is a professional task.
4. Preparing or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating and determining the why, the how, the where, and the when are professional tasks. 54


54Ibid.
All of the authorities surveyed concurred that the professional is the decision-maker for the implementation of the program and that since the professional occupies a position which can be described in behavioral terms there need not be confusion over role definitions. Duties which are not covered by these terms are viewed as non-professional.

Duties of auxiliary personnel are now generally divided into six categories. Emmerling and Chavis list them as 1) clerical, 2) housekeeping, 3) instructional support, 4) technological, 5) monitory, and 6) general. 55

Clerical tasks may involve typing, filing, cataloging, and duplicating of lists or teaching materials. Such duties as maintaining cumulative records, checking attendance, making lunch reports, and collecting money for expenses fall into this category. But according to Hayen:

If this is to be the limit or even the focus of the aide's role, the school might better have a larger supply budget with the expectation that the teaching strategy would become a paperwork operation. Clerical service to the teaching staff is an important aide role and can directly assist in the improvement of instruction, but that alone is too limited in concept as the general function of an aide. 56

Housekeeping duties for the auxiliary involve care,


56 Frederick V. Hayen, "Finding and Screening Aides," Aides to Teachers and Children, p. 8
cleaning and storage of books and materials. It may also include arranging bulletin boards and exhibits of children's work. Insuring that proper ventilation and correct lighting are provided would be considered part of these duties.

The instructional support the auxiliary can give will depend on the auxiliary's body of knowledge and ability to work with students. Tasks include assisting the teacher with large group sessions and demonstrations, conducting small group drills, assisting individual students with lessons and correcting objective assignments. This support may also include obtaining or preparing materials.57

Preparation and operation of audio-visual equipment are technological duties. Auxiliaries may also be responsible for obtaining and returning records, tapes, and films to the central supply office.58

Monitorial duties usually include the supervision of such areas as the lunchroom, playground, study halls and the corridors of the school plant.59

Other acts of assistance supplied by auxiliaries and needed by educators are classified under the heading of general duties. This classification includes secretarial help, resource center and library assistance for teachers

57 Teacher Aide, p. 2.
58 Ibid.
59 Ibid.
and students. 60

The ten most frequently listed duties performed by auxiliary personnel as reported in a survey conducted by the National Education Association are:

1. duplicating tests and other materials
2. helping with classroom housekeeping
3. typing class materials, tests, etc.
4. setting up A/V equipment and other instructional equipment
5. helping with children’s clothing
6. supervising the playground
7. correcting tests, homework and workbooks
8. reading aloud and story-telling
9. assisting in the school library
10. collecting money 61

The duties of auxiliaries as summarized by Hornburger are: to assist the classroom teacher so that a greater amount of time will be provided for more instruction; to aid in the supervision of pupils working in small groups; to give individual instruction following the directions of the teacher; and to perform various clerical duties. 62

Some caution must be exercised though with the assignment of duties to auxiliary personnel. Alexander speaking on “What Teacher Aides Can and Cannot Do” warns that administrators and supervisors should be watchful that tasks and responsibilities are assigned according to the training and

60 Ibid.
competency of the auxiliary and that provisions should be made to protect the liability of the auxiliary during the performance of his duties.63

In summary the duties of the auxiliaries are varied and interesting but whatever the nature of the auxiliary's work, he or she must develop and maintain a healthy and helpful rapport with both children and adults in order to develop and maintain his position.

Volunteer Personnel

The second type of auxiliary program surveyed was the volunteer program. The 1960's could be called "the decade of the volunteer", due to an increased sense of social awareness and responsibility which pervaded American society. Housewives, executives, senior citizens, college youths, and even high school students responded to the call created by the increased pressures and stresses within society by offering their services to their local schools. They have found that the time and energy that they donated has resulted in rewarding and enriching experiences.64

Volunteer services have become available to schools through a variety of means. Community and church organi-


sations interested in supporting and becoming involved in worthwhile projects have been one source of personnel. Sometimes men and women who have found free time in their schedules and who desire to work with children have offered their help and special talents to be used as a source of curriculum enrichment by the schools. Other times the schools themselves, realizing the high quality of resource personnel available, have actively recruited volunteers.

Potto, Coordinator of the Department of Volunteer Services in Newark, New Jersey stated the purpose of volunteer programs as being: "To help individuals to help themselves in such areas as education, counseling, and personal motivation. Volunteers work primarily in the schools because that's where the programs are given and where neighborhood people of all ages come for help and recreation." 65

The Los Angeles School Volunteer Program is slightly more specific. It lists the following purposes:

A. To assist teachers in providing more individualization and enrichment of instruction to their classes.
B. To increase children's motivation for learning.
C. To provide an opportunity for interested community members to participate effectively in the school's program.
D. To strengthen school-community relations through this positive participation.


66 Los Angeles City Schools, How to Organize a School Volunteer Program in Individual Schools and Suggested Volunteer Aides (Los Angeles: Los Angeles City Schools), p. 2.
In general these are the same principles which are inherent in paid auxiliary personnel programs. Klebaner though suggests that a different rationale for using school volunteers is essential for effective contributions from this auxiliary labor force. She suggests that before deciding to bring volunteers into the school program each school or school system needs to give serious consideration to some basic questions.67

The first question: "Do we want to use school volunteers?" has several implications when answered affirmatively. It then suggests that someone will assume responsibility to troubleshoot and supervise and that teachers will identify tasks that volunteers can do and will help them to carry them out.68

The second: "What are the needs of our learners?", "Can volunteers help meet these needs?", and "If so, how?" is a multiple question and calls for an analysis of the functions and problems to the school. The answer may reveal that there is need only for additional paid professionals and for paid clerical aids or it may indicate the special needs which a volunteer might best provide.69

"How can administrators and teachers work effectively

68 Ibid.
69 Ibid.
with volunteers?" is the third question. The answer calls for effective channels of communication to be set up between each school and the assigning agency in order that problems between teacher, administrators, and volunteers can be worked out, additional training can be provided when necessary, and careful sequential evaluation can be administered. 70

Once these questions have been answered, the school or the system can proceed with confidence in developing and using this personnel.

Qualifications of Volunteers.—Like the qualifications for paid auxiliary personnel the requirements for volunteers are general in nature and depend on the individual school program. The Los Angeles School Volunteer Program lists these personal qualifications for an ideal school volunteer:

---Be a friendly, reliable, flexible, young or mature adult.
---Love children.
---Have a good professional attitude, interest and enthusiasm for working with young people and have ability to work cooperatively with school personnel.
---Have good health and a good moral character
---Adequate communication skills. An important exception to this qualification is the volunteer, who, though she may know very little English, can converse with a non-English speaking student in his own language and make his school environment more understandable to him. 71

Similar qualifications are listed in the Volunteer's

70 Ibid.

71 How to Organize a School Volunteer Program in Individual Schools and Suggested Volunteer Aids, p. 2.
handbook published by the Newark Public Schools. They describe the outstanding volunteer as one who:

--knows and conforms to school regulations
--is regular and continuous in attendance
--accepts tasks given her by any staff member
--knows that every task necessary in a school is important and is performed to aid the education of children
--discusses problems that arise with staff members
--knows the volunteer's relationship to staff members is one which requires mutual respect and confidence
--exhibits the proper respect for materials of instruction
--knows the importance of the volunteer's role as an example to the children in behavior, speech and dress
--realizes that school records and the relationships between staff members and children are confidential matters
--understands and appreciates the work of the school staff and informs the community
--knows her personal contribution to the education of children is setting the fine example of an interested and informed citizen serving in a good cause.72

The necessary characteristics can then be summarized as empathy, respect, and trustworthiness. By experiencing these over and over through a close relationship, the child develops confidence and out of this confidence builds hope, one of the essential building blocks needed in youth.73

Roles of Volunteers.--The activities in which volunteer personnel can participate are well-summarized by Potts who lists six categories of volunteer services. Most of the activities that these personnel would engage in are included

in the categories of 1) Adopt-a-School Volunteers, 2) Follow-Through-Volunteers, 3) Library Volunteers, 4) Tutorial Volunteers, 5) Cafeteria Volunteers, and 6) Volunteers at Individual Schools. 74

**Adopt-a-School Volunteers** are members of organizations which through their interest in serving the community adopt a school. Some services they provide are field trips for groups of children, organization of games or sports with men participating, development of assembly programs, and support for school-sponsored activities. In certain areas individual tutorial programs are also set up. 75

**Follow-Through-Volunteers** participate in a special program with disadvantaged students who have had the opportunity to enter "Head Start". In their work with these kindergarten children volunteers give the continued assistance which these pupils need so that they can make the necessary progress in the primary grades. 76

**Library Volunteers** are used in the library setting to introduce children to the magic of books. Assisting children with the location and selection of materials is considered to be one of the most rewarding types of service.


Clerical assistance such as the processing of books and the
day-to-day functions of the library are also included.\textsuperscript{77}

Volunteer Tutors are used during school hours, late
afternoons or in the early evening and are intended to help
youngsters who are unable to keep up with classes in read-
ing and arithmetic. Frequently this added assistance given
on a regular basis solves the difficulties and removes the
learning blocks.\textsuperscript{78}

\textit{Cafeteria Volunteers} work during the lunch hour
collecting checks, helping with the orderly service of food
and tallying the daily count. Other tangible duties of
organizing and collecting are to be found in this category
which often gives teachers their only free period during
the day.\textsuperscript{79}

Volunteers at Individual Schools are usually chosen
from the immediate area to fill the specific needs of a
particular school. Requests may come from the principal or
teachers and may ask for help with clerical work, supervision,
printing the school newspaper, or ideas to enrich the curricu-
luum. In general, the parent, neighbor and friend taken from
the immediate area to fill specific needs of a particular
school are usually more satisfactory than workers brought in

\textsuperscript{77}\textit{iibid.}, p. 3.
\textsuperscript{78}\textit{iibid.}
\textsuperscript{79}\textit{iibid.}
from another community for these tasks. Well-educated
volunteers thus worked at every aspect of the program, from
the simpler assignments (such as driving or canvassing) to
the more demanding areas (such as assisting with classroom
teaching or developing public relations programs) according
to their skills and available time.

The ten duties most frequently performed by volun-
teers, according to a survey conducted by the NEA are:

1. reading aloud and storytelling
2. helping with children's clothing
3. helping with housekeeping
4. tutoring individual students
5. setting up AV equipment
6. tutoring small groups of students
7. duplicating tests and other materials
8. typing class materials and tests
9. correcting tests, workbooks and homework
10. assisting in the school library

This discussion of the activities and duties of
volunteers seems to indicate that volunteers do more profes-

ional work, i.e. storytelling and tutoring, than do the paid
auxiliaries. This professional responsibility is shared to
some degree by educators because of the nature of the volun-
teer and the type of investment he is willing and qualified to
give.

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80Ibid.
81Thelma G. Welsman and Florence Shelley, "Volunteers
in the Public Schools," National Elementary Principal, XLVI
82"Teacher Aides in Public Schools," NEA Research
Relationship with Teachers.—The planning which takes place before the auxiliary arrives is an essential part of the program and should provide a framework of roles which the individual team members are informed of.

The role of the volunteer in the school is a very important one. As "the significant other in a helping relationship", a school volunteer can make a very valuable contribution to our educational program. The effectiveness of the volunteer, however, depends largely upon the skill with which the classroom teacher guides her. The attitude of the teacher towards the volunteer can encourage and inspire, or it can discourage and defeat. Those who have volunteered their time and efforts on behalf of children have made a concrete demonstration of their dedication and concern. Gifts of time and services must be repaid, not only with gratitude, but through the volunteer's own sense of achievement. A school volunteer must feel that her needs as a growing, learning, person are being met. Otherwise enthusiasm and involvement will dwindle and the volunteer will become a "dropout".83

Experience with volunteers suggests that they can be more quickly oriented to the school, make more successful contacts with children, and become helpful assistants sooner if teachers and administrators take time to insure that:

a. They feel welcome and accepted.
b. They have active leadership and guidance from the teacher.
c. They know what is expected of them.
d. They have help in establishing relationships with children.
e. They have the information they need to carry out their responsibilities.

83How to Organize a School Volunteer Program in Individual Schools and Suggested Volunteer Aids, p. 20.
They are busy and actively involved in the program. This list calls for leadership and direction built upon a strong policy of good public relations. Initially the administrator of such a program has the key role. He must act as a leader of the recruiting and orientating of volunteers, a liaison officer between the teachers and the volunteers, and as a coordinator and facilitator of plans and meetings designed to advance the program. If the teachers involved in this program also exhibit the qualities of leadership and cooperation in their roles, then the program should enjoy and reap the benefits for which it was designed.

Related Examples.—Some volunteer programs which have been highly successful are Project 400 in Washington, D.C., the Winnetka Talent Pool, The Resource Department in Minneapolis, and the National School Volunteer Program.

Project 400, sponsored by the U.S. Office of Education in Washington, D.C., is an example of a community involvement affair designed to utilize the vast amount of professional skills of both federal and private workers in the nation’s capitol. Volunteers, involved at a semester at a time, develop a working relationship between non-teaching professionals and classroom teachers. The project has provided a tangible means for community involvement and has kindled students’ ambitions and aspirations by providing close

84Ibid.
contacts with successful and interesting residents. Such a program could be implemented in any large city where there are large numbers of professional people, easily assessible schools and interested businesses and educators who are cooperatively working on improving education.

The Winnetka Talent Pool in Winnetka, Illinois, is an independent community agency with a two-fold responsibility of filling requests from schools for responsible volunteers and finding jobs for members of the community who wish to give volunteer services. The central reporting and careful evaluation of volunteers on the basis of interest, capability and availability, the elimination of extensive record-keeping in schools, and the professional handling of public relations outside the school are some of the advantages the Talent Pool lists. Similar programs can be set up by an interested organization such as a Women's Club in a suburban setting.

The Resource Department, a part of the City System, in Minneapolis, Minnesota, is a third example of a volunteer organization. The Department, which began in 1965 and which now receives about 20 requests a day, screens applicants and


rates them on knowledge of their topic and their ability
to communicate at different levels, and keeps an active
topic file in each school from which teachers are able to
select suitable volunteers related to their curriculum. The
Department contacts the volunteer and makes all the necessary
arrangements for the visit. Benefits include student avail-
ability to additional talent and experience and a wider
range of learning both practical and theoretical.  

However, one of the biggest supporters and promoters
of this service is the National School Volunteer Program
which has its headquarters in New York City. The NSVP was
begun in 1956 as a project of the New York City Public
Education Association. After achieving considerable success
it was funded in 1964 by the Ford Foundation. Since then
seventeen large urban centers throughout the U.S. have been
patterned after it. Now the NSVP offers advice and help in
the form of materials, bibliographies, booklets on tutoring
and other related activities to cities which want to start a
program. It does suggest, though, that volunteer programs
should have some connection with the local board of education
because it insures cooperation with school officials and
often makes it easier to procure funds. In summary: "The

87 Pauline L. Jensen, "In Minneapolis: Hundreds of
Volunteers Help Teachers Teach Better," Grade Teacher, LXXV
The lessons to be learned from the use of volunteers in public school are easy to derive yet broad in implication. The basic potential for developing school programs as the need arises lies within the scope of every community if volunteer programs are carefully developed and supervised.89

Training Programs

With the influx of auxiliary personnel into American public schools in the 1960’s came a pressing need for training and orientating programs which would insure the successful implementation of auxiliary personnel within the educational institution. Although a survey by the National Education Association in 1967 reported that 92.6% of the aides interviewed had had some sort of training program90 it also pinpointed a sporadic approach to inservice training for aides and reported failure to structure such training where it does exist as a period of professional training.91

These findings spotlighted the need for the development of essential guidelines which could be used as the basis for training programs. Generally the principles and recommendations which have evolved concern the planning, recruitment, selection, career development and training, placement, and supervision of auxiliary personnel can be applied to any

89Wolman and Shelly, "Volunteers in the Public Schools," p. 37.
type of auxiliary personnel program whether it involves
paid or professional personnel.

Planning

Although the initial thrust for the utilization of
auxiliary personnel may come from a variety of sources such
as a concerned individual or a formal resolution of a
teachers' association or from a local board of education, a
planning period is helpful for drawing up a comprehensive
program based upon the education, needs, functions, compes-
tencies, resources, and input that is necessary to mount the
program. 92 This planning according to Klopf, Bowman, and
Joy should "involve as broad a spectrum of the community as
possible, plus those who will be primarily responsible for
implementing the program." 93 They also emphasize that "not
only broad representation but personal commitment is of
supreme importance." 94

This precaution is also emphasized by Steinberg and
Fishman who noted that although auxiliary personnel are
readily accepted and requested by teachers in many school
districts as evidenced in a survey of 4,000 teachers in the

92Gordon J. Klopf, Garda W. Bowman and Adama Joy,
A Learning Team: Teacher and Auxiliary. (New York: Bank

93Ibid., p. 9.

94Ibid., p. 9.
District of Columbia where 2,345 teachers ranked teacher aides first in a list of suggestions for making their jobs easier. They are also viewed with anxiety and as intruders in the classroom by less convinced teachers and administrators. Therefore, they suggested five guidelines to be used prior to the initiation or expansion of an auxiliary personnel training program. These were:

1. Whenever possible, teachers should be asked to volunteer to assist in the training and ultimate use of aides in their respective classrooms.

2. Professional personnel—teachers, supervisors, and administrators—and presently employed aides should participate in orientation programs to discuss plans, issues, problems, advantages, and goals of teacher-aide programs.

3. Inservice programs should be developed by the school district, in cooperation with local junior colleges, colleges, and universities to train professional staff members, helping them develop supervisory skills and improved insights into the life styles of trainees.

4. A carefully designed program should be developed with clear definition of the tasks to be performed by the teacher aide, before recruitment and selection of the aides begin.

5. During training, the key members of the training team should meet each week to review the development of the program and adjust its components and emphases as necessary.

When these recommendations are followed, they can

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96 Ibid., pp. 1-2.
help to eliminate many of the public relations problems
which normally develop when a change is implemented without
planning and adequate staff preparation. They are character-
istic of any successful program.

Recruitment

Once support has been gained, role designs have
been developed, and inservice experiences have been planned,
the selection and recruitment of auxiliary personnel may take
place. This process may take various forms. Steinberg and
Fishman offer a complete list of recruiting ideas. They are:

1. Contact local community action agency, state and
   federal employment agency. Contact area ministers,
   priests and rabbis for the names of persons who may
   meet the qualifications outlined.
2. Invite applications from formal groups such as FPA,
   civic associations, block clubs, and church groups,
   and from informal groups such as bridge clubs,
   mother's clubs and back fence groups.
3. Advertise on the local radio and TV stations that
   are listened to by the residents of the area served.
4. Contact settlement house personnel.
5. Newspaper advertisement may be quite helpful in some
   localities.
6. Invite suggested names from area public health
   nurses, social workers, public housing project
   directors, school principals, and other persons who
   work closely with area residents.
7. Contact courts, probation officers, and detention
   houses.
8. Circularize the availability of the training program
   in flyers taken home by pupils.\textsuperscript{97}

Hayen adds "that procedures and techniques used in
finding and screening aides should be developed with an ex-

\textsuperscript{97}\textit{Ibid.}, p. 2.
emphasis on decentralization. In multischool districts applicants should be able to apply directly to their neighborhood schools." 98 Hayen feels that this decentralized process makes the auxiliary personnel program more responsive to the character and needs of the individual schools. 99

Selection

Screening procedures of auxiliary personnel programs must have specific guidelines also. A preliminary step would be the establishment of certain personal qualifications similar to those cited earlier by Bowman and Klopf. The next step according to Hayen would be the initial selection process which: "...should involve an interview in an informal, relaxed setting with a committee representative of the school staff, teachers, school social workers, and counselors as well as administrative personnel represented." 100

Final selection and screening after initial interviews should take place in the training program, with senior teachers assuming major responsibility for selection and job counselors being employed to assist the people about


99. Ibid., p. 10.

100. Ibid., p. 9.
whom there is doubt. Hayen suggests that whenever possible the teacher should be on the final committee when her aide is selected. This involvement of the total community and staff in the recruitment and selection of auxiliary personnel offers further assurance that the program will have an auspicious start and will enjoy the full support of those most directly affected.

**Career Development**

Another feature which has developed during the 1960's and which now is considered to be an essential part of training programs is the establishment of a career ladder, "This means the establishment of an occupational track, with budgetary provisions for each step in the career ladder, and with gradually increasing responsibility and decreasing supervision." Various school systems have developed several viable routes leading to the professional level. One example of this developing attempt across the country to clarify roles and differentiate tasks leading to optimum utilization of

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all educational personnel both professional and auxiliary is given by Steinberg and Fishman. The route is 1) Aide, 2) Assistant, 3) Associate, 4) Teacher. Duties of the Aide, Assistant, and Associate would include housekeeping, clerical, non-instructional and semi-instructional tasks but assignment would be dependent upon the requirements of the tasks. Qualifications for each level would differ also.

Aides must meet screening requirements, be a local resident and complete a three-to-six months training course. Assistant would be required to have a High School diploma or its equivalent and one year's successful experience on the job plus enrollment in post-high school continuing education programs, preferably in a two-year or four-year degree program. Associates would be required to have an associate of arts degree or equivalent credit in a local junior college or university or any combination of credit and experience as a teacher assistant approved by the local school district. Teachers would have instructional and supervisory duties and would be required to have a BA or BS degree and

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104 Steinberg and Fishman, New Careers: The Teacher Aide, p. 9.
105 Ibid.
106 Ibid.
107 Ibid.
enrollment in a college of teacher education or other institution which offers a program leading to certification.  

Necessary for the accomplishment of this program according to Steinberg and Fishman is a cooperative planning program. They say that: "Early communication with technical school, junior colleges, colleges, and other institutions that provide training and continuing education opportunities will provide the academic and skill requirements for the attainment of the recognized credentials in other teacher related occupational areas." Thus planning provisions for these career ladder positions will take the cooperative efforts of representatives of school districts, institutions of higher learning, and other local resources, such as state and federal agencies.

One thought that should be borne in mind throughout though, is that the emphasis upon providing opportunity for upward mobility should not imply any lack of respect for the dignity and validity of lower level tasks. Jobs at every level need to be personally and educationally meaningful. Lack of concern for this principle would hinder the overall purpose of the program which is the improvement of the educational process.

108 abid.

109 ibid.

110 ibid., Howmand and Joy, A Learning Team: Teacher and Auxiliary, p. 17.
Types of Training

Due to the wide variety of qualifications for and uses of auxiliary personnel no definite decisions can be made about desirable educational levels. Therefore training programs will depend both on the jobs for which the auxiliary personnel are being prepared and on the educational level they have attained.  

Training for auxiliary personnel for the most part has fallen into two categories: informal and formal. Informal training courses are usually sponsored by local school systems, have preservice and inservice portions, last from three days to six weeks and qualify personnel for Aide and Assistant positions. Formal training courses, lasting from six months to two years, are most often developed by Junior Colleges and Technical Schools, and lead to Associate of Arts degrees.

In a survey of 342 colleges in 45 states, conducted by the Bank Street College of Education for the U.S. Office of Education in 1969, 83 institutions out of the 203 two-year colleges polled offered training programs for auxiliary personnel in the Fall of 1968 while 120 were considering programs. Of 139 four-year colleges surveyed, 35 were offering programs and 104 were considering future programs.  

111 Auxiliary School Personnel, p. 12.

There are no accurate statistics regarding the number of informal training programs for auxiliary personnel in present service or in the planning stages, but it can be estimated that every school which has utilized auxiliary personnel has had to formulate cooperatively or separately some type of a program. Of 113 programs reported in operation by the Bank Street Study, 64.8% were developed cooperatively with school systems. 113

A typical program which leads to an associate degree was described as having courses in principles of education, educational psychology, child psychology, general psychology, methods of teaching reading, social subjects, children's literature and the skill subjects. 114

A program for Aides and Assistants offered by a technical school includes:

... selected principles of the psychology of student control, communication with students, and audio-visual skills.

In addition, they are taught the relationship of the teacher aide to the teaching team, the students, and the parents, and they learn to understand the pupil—his growth and development, behavioral patterns according to the different socio-economic levels, and his relationships with friends and family.

The program also includes learning library and typing techniques, evaluation procedures of tests, principles

113 Ibid.

of reading, and supervision techniques. 115

Experience in teacher education is of great help in
developing the curriculum.

... the frequent complaint that the relationship between
theory and practice in teacher training is inadequate
suggests that auxiliary personnel training programs should
provide a close tie between real experience and abstract
discussions. To avoid creating a gap between the pre-
service and inservice programs for aides, parallel programs
of training and work might be ideal. 116

Some features are common to both informal and formal
training programs. Dickmann suggests that important require-
ments include: defining the role of the teacher aide,
orientating the aide to general educational philosophy for
school in our democratic society, discussing desirable traits
of aides in a helping role, guiding aides to understand the
confidential nature of records, and preparing aides in refer-
ence to specific jobs. 117

Training Processes

Once the areas of needed learning of the individual
program have been outlined (this would include the basic skills
described by Bowman and Klopf earlier in this paper) the next
step is to determine which training processes will be most
appropriate.

115 Ralph Septolla, "Teacher Aides Can Save Money,"
117 Lenore Dickman, "Defining Paraprofessional Programs,"
Klopf, Bowman, and Joy list a number of staff developmental activities which include lectures, discussions, panels, and multi-media presentations as group procedures for presenting information and ideas. Case studies, role-playing demonstrations, practicums, and re-enactments after analysis are listed as individual or small group procedures for experimental learning. Most programs emphasize involvement and utilize a variety of methods and materials.

Once the curriculum and methods have been selected a developmental program should be set up which will combine the basic curriculum in human services and education with specific skill training. The length of time of each session will depend upon the individual program and personnel involved. The coordinator must remember to allow for flexibility in order that the needs and interests of the trainees, teachers, and pupils may be met.

**Evaluation**

The last procedure which is essential to any training program for auxiliary personnel is a systematic follow-up. Methods of evaluation include:

* description of the program in progress, interviews with participants, and continuing assistance for teachers and aides. At this time, crystallizing training programs should be avoided in order that the results of evaluation can be used continuously to make improvements in them.

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Bank Street College of Education studied fifteen programs for the non-professional, from Maine to California. They used a variety of techniques including a pre-post administration of a role-perception instrument, process observations, and interviews with key people. A summary of findings of phase one of the study stated that auxiliary personnel in the fifteen training programs demonstrated the capacity to make a positive contribution to the learning-teaching process under the following conditions:

1. Role definition providing a floor and a ceiling to auxiliary functions, thus preventing underutilization or overutilization of aides.
2. Within these limits, role development is stressed in terms of the specific needs of each learning situation, the capability of each auxiliary, and the school structure within which each professional-nonprofessional team operates.
3. Intensive and continuing training of teachers and auxiliaries together is provided, including both preservice and inservice training.
4. Auxiliary personnel are incorporated into the entire school structure as a new career model and not as a temporary fragmented adjunct to the school.
5. Every staff member is perceived as capable of making a meaningful contribution to learning.  

One salient point should be remembered throughout this evaluative process: Whatever the immediate focus, the ultimate research goal is to assess the impact of the program upon the learning of children and youth.

Research Results

In an effort to evaluate the effect of auxiliary per-

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sonnel programs upon the learning process and the educational environment various types of research have been conducted by school systems and interested educators. For the most part these research designs have taken the form of experimental designs, attitudinal surveys, and observational reports.

The experimental design uses an experimental group which receives assistance from an auxiliary and a control group which was not exposed to this variable. Pre-and post-achievement tests are administered and results are used to determine the effect of auxiliary personnel upon the pupils' achievement.

Cunningham describes a seven-year program which emphasized auxiliary personnel in the reading program:

Our results have shown good positive gains by more than 85% of the pupils participating as indicated by pre-test scores on nationally known standardized reading tests. In addition to objective signs of improvement, teachers and parents report many positive attitudinal changes. The latter changes are the most important. 121

Briscoe cites the results of another reading program which employed auxiliary personnel saying: "The increase in the reading skills in the demonstration program was significantly above what would have been expected of them based on past progress, and as measured by two of the testing instruments, was significantly above what would have been expected as normal progress of students who had demonstrated average

reading ability."122

Reports from Scrivner and Urbanek who used an experimental design to measure arithmetic achievement with and without the use of aides indicate significant improvements in arithmetic grades as a result of aide utilization.123 In Ryan's investigation to decide the relative effects in student achievement among four instructional groups the findings suggest that teacher or teacher aide involvement in a programmed instructional sequence can enhance student learnings.124

Hayden, Murdock, and Quick's study showed that the attention span of pupils was significantly longer in a classroom where auxiliary personnel are present.125

In Atlanta, Georgia, where third grade classes with and without auxiliary personnel assistance were compared with respect to gains in reading achievement, the study showed no significant relationship between gains and the presence of teacher aide services.126


Another experiment specifically designed to evaluate the effects of auxiliary personnel introduction on the development of reading readiness in kindergarten children was carried out in Minneapolis. "The overall conclusion was that aides can be used to help develop reading readiness in kindergarten children, since the classes with aides had gained more than those without them." 127

A second research method used to evaluate auxiliary personnel is the attitudinal survey. This instrument, usually answered by teachers who have used auxiliary personnel, reflects their opinions concerning the effectiveness and uses of auxiliary personnel.

Cutler reports the results of a nationwide survey which found that most educators are highly enthusiastic about using teacher aides, including a finding reported by educators that children are more respectful towards all adults after having an aide in their classroom. 128

In the Evaluation of the Basic Reading Demonstration Project in 19 Detroit schools Bankin reports that:

In their responses to a questionnaire, BRDP teachers reported that lay aides performed a wide variety of useful services in support of the instructional program in project classrooms. Some of the services involved direct assistance in teaching individual children and in guiding group learning experiences.

127 Ibid., p. 56.

Other services included general supervision of children, preparation of instructional materials and the performance of various clerical, record keeping, and housekeeping tasks. In general the teachers rated their aides relatively high on quality of performance of all specific services evaluated.\footnote{129}

He also noted in the report:

One very noticeable benefit of lay aides services, which is not fully reflected in the reported data, was that the BRDP teachers were not interrupted in their work with groups of children nearly as often as were the non-project teachers. In most of the non-project classrooms the teacher was diverted from group teaching activities by the need to attend to a variety of problems encountered by children working independently. In the BRDP classrooms the lay aide was usually able to handle such problems without assistance from the teacher.\footnote{130}

Santer voiced still another affirmative opinion concerning auxiliary personnel use. In his survey of nearly 800 of New York's school districts to determine the status of auxiliary personnel programs he found that 51\% of the districts used a total of 2,309 aides and reported "exceedingly favorable" results.\footnote{131} Other national and local surveys concur with these results and mention only minor criticisms concerning auxiliary personnel use.

Probably the most ambitious experiment with auxiliary personnel began in Bay City, Michigan schools in 1951 and was extended to include teacher aides in 226 classrooms in 45 school districts. In the final report of the project published by Central Michigan University, Department of Special Studies (1960) these conclusions were cited:

(a) Teachers with aides spent more time on instructional activities.
(b) It was sometimes impossible to distinguish clearly between teaching and non-teaching duties.
(c) There were no noticeable changes in teaching methods.
(d) There was little objective evidence bearing on the quality of instruction in classrooms with teacher aides as opposed to classrooms without teacher aides.
(e) Teacher aides facilitated better deployment of teachers and experimentation with staffing.
(f) Teacher aide practices had little effect on over-all costs of instruction.
(g) Many teacher aides were potential recruits for teaching.

In evaluating this same project Stafford noted:

(a) Teachers with aides spend more time on professional activities;
(b) Teachers with aides spend less time on nonprofessional activities;
(c) Teachers with aides spend less time with individual pupils than do teachers without aides.

But another author added that the combined individual attention given the child by the teacher and the aide exceeds the

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133 Ibid.

attention given the child by the teacher in an unaided room.\textsuperscript{135}

Another observational study which concurred with the Bay City Project was the Basic Reading Demonstration Program in Detroit which included in its findings: “Classroom observation data provided that with the combined efforts of teachers and aides, BRDP pupils received more individual help than is possible in classrooms without lay aide service.”\textsuperscript{136}

While most reports were positive, certain cautions were expressed by Grayson who warned that selection of the teachers and the auxiliary should be carefully planned, that the teacher must be secure in her own classroom, must plan carefully for the needs of all students, use a varied approach, and be able to perform without being disturbed by an observer.\textsuperscript{137}

In summary, most of the research reports were substantiated with positive results and favored the rationale for utilization of auxiliary personnel. This combined endorsement of the concept has contributed to the extensive use of auxiliary personnel in elementary schools across the United States.

\textbf{Staff Differentiation - A Related Concept}

A new structure of career development for the total


\textsuperscript{136}Rankin, \textit{Evaluation of the Basic Reading Demonstration Project, 1966-67}, p. 36.

educational enterprise has accompanied the increased utilization of auxiliary personnel in American public elementary schools. This structure fosters new leadership roles at various occupational levels and provides increased motivation for professional growth throughout the educational system. This concept is most often termed staff differentiation. "Staff differentiation involves a restructuring of the school organization to permit teachers to make better use of their talents and, most importantly to improve the learning situation for students." 138

The concept is an extension of the new careers ladder which has as its base the position of auxiliary. In its fully-developed form it includes classroom teachers at different responsibility levels and pay (assigned on the basis of training competence, educational goals, and difficulty of task), subject matter specialists, special service personnel, administrators, sub-professionals and non-professionals as interns, student teachers, and teacher aides. 139

The "teacher and his staff" concept began with the idea that teachers need more help from both sub-professionals and specialists, and that it is important to have an open, objective and supportive climate to work and grow together in. 140

139 Ibid, p. 42.
Basic to the Differentiated Staff is the determination and scaling of roles and duties. Emphasis can be placed on Master Teacher, Senior Teacher, Staff Teacher, Intern, and Auxiliary levels and their corresponding responsibilities.\(^{141}\)

The Master Teacher coordinates instruction for his group of teachers, participates in the instruction of his group, and also contributes at a higher level to the planning and developing of the instructional program of the building.

As the coordinator for his group, the Master Teacher is responsible to the Building Principal for the planning and evaluation of the instructional program. But in this work he involves all members of his team in the planning of the objectives, content, materials, student activities, utilization of time, space, and personnel.\(^{142}\)

As a teacher the Master Teacher participates in the instructional process, demonstrates lessons, and assists members of the team in initiating new methods and materials with their students.

Certain characteristics are recommended for Master Teachers. In his list Klausmeier includes teacher certification, three or more years of successful teaching, and a Master's degree as basic considerations.\(^{143}\) He also recommends that the Master Teacher have:

\(^{141}\) "Staff Differentiation," JEA JOURNAL, p. 42.


\(^{143}\) Ibid., p. 25.
- Positive attitudes toward curricula improvement, research and development, and teacher education.
- Flexibility and inventiveness in the adoption of methods, materials, and procedures.
- Ability to recognize and utilize the capabilities of the Unit personnel.
- Ability to maintain effective interaction with all personnel of the Unit, children and parents, the building principal, central office personnel, and other consultants in research and in teacher education.

The Master Teacher then is a scholar and research specialist who can apply relevant research to classroom practice and is employed on a full-time basis.

In a Differentiated Staff teachers are also involved in developing and planning the instructional program with the Master Teacher and other team members.

The teacher must be able to choose from a wide range of available materials and to develop materials in the event that appropriate ones are not available. He should understand the basic concepts and skills in at least one broad subject field and within a subject field, be able to arrange a valid sequence of the content. ¹⁴³

Specific qualifications for the teacher would depend upon the individual system. One program suggests that the Staff Teacher should be a certified teacher with one year of experience who carries a full teaching load minus professional tasks. This program also provides for Senior Teachers who are experts in one subject area. ¹⁴⁶ Most important in the concept of Differentiated Staff is the cooperation and assistance in

¹⁴³Ibid.
¹⁴⁶"Staff Differentiation," CTA Journal, p. 42.
planning which is shared by the entire staff.

The provision for the Intern, a college student who is gaining academic credit through his participation in an actual teaching situation, is a feature in the concept which combines practical experience with observation and training opportunities. The Intern engages for a semester in professional activities and thereby becomes acquainted with the various professional roles.\footnote{Klausmeier et al., Individually Guided Education in the Multisite Elementary School, p. 26.}

In the instructional program the Intern moves rapidly from observation to participation. He attends planning sessions and helps to carry out plans but at no time does he assume decision-making responsibilities.\footnote{Abid.}

Other correlative assets of the Intern feature are that smaller systems have access to college or university resources and may use these for initiating and developing new methods and active research, and that systems have a more accurate picture of the individual and his ability which they may use in recruiting.

The noncertified members of the Differentiated Staff are the auxiliary personnel. The wise use of their abilities and previous background is the responsibility of the Master Teacher, who coordinates their activities jointly with the
entire team so that all may benefit from their varied qualifications and services. Important in this concept is the joint training of staff and auxiliary to prepare them for this interaction.

At all levels, Master Teacher, Senior Teacher, Staff Teacher, Intern, and Auxiliary the concept of Differentiated Staffing provides new roles and motivation for leadership but has as its primary goal the improvement of instruction. Hair and Woodward emphasize that

...the roles of the staff will change, as the people working in the school become more skillful in understanding the needs of the individual child and their relationship to other members of the adult staff. However, boundaries even if they are shifting boundaries, are needed for the security they give to each participant.149

Since these roles have been established and a cooperative approach is enthusiastically adopted by the participants, the redirection of staff toward their primary competency, instruction, may take place.

Some implications are that individual teachers tend to capitalize on their specialties and develop their weak areas through interaction with others, a greater variety of learning activities is possible due to greater flexibility of staff, and facilities and more opportunities for individually-guided learning are provided due to this same flexibility.

149 Hair and Woodward, Team Teaching in Action, p. 65.
GOALS

Every program must have stated objectives. The

Hiskayuna Project in New York has been developing a program

of staff differentiation for several years and may be cited

as an example. The Hiskayuna Project has listed these goals

for its program:

1. To organize a more flexible learning environment

to provide learning experiences for each individual.

Each sequence of experiences should take into

account the interest areas of the learner, his learn-

ing style, his varying moods and should provide opportu-

nities for him to evaluate his own progress.

2. To provide a learning environment which will preserve

and increase the curiosity and enthusiasm which are a

natural endowment of young children.

3. To provide greater varieties of human resources for

each student as he works in the learning environment.

4. To provide an open educational environment where in-

volvement for improvement is continuous for all partic-

tipating personnel and where machinery is in constant

operation, permitting students, educational personnel,

parents and community representatives to evaluate and

refine this environment.

5. To conduct a continuing analysis of the tasks and roles

of the educational personnel within this environment.

6. To reorganize the system so that the retrained per-

sonnel may perform the tasks that will create the de-

sired learning environment.

7. To provide a continuing educational program so that

the educational personnel can improve their capacities

to invent and implement new educational patterns and

progress.

8. To create an environment that will satisfy the pro-

fessional needs of all educational personnel.

9. To improve the existing linkages and establish new

linkages with a variety of organizations external to

the school system which can provide important resources

for ongoing educational research and development.

150 Coordinated program in educational personnel recon-

figuration, Utilization and continuing Education. A Prospectus,

(Liskayuna, New York: Liskayuna Public Schools, N.Y. Office of

In general, it is hoped that the needs of students and teachers are met more effectively and efficiently through different patterns of staff organization. The goals quoted substantiate this view.

As a part of the concept of Differentiated Staffing auxiliary personnel provide the planning time for teachers by relieving them of non-professional tasks. They contribute to the flexibility of instruction by providing an extra pair of hands with which to coordinate new methods. Edelfeldt commented on these aspects, saying:

...New concepts of teacher's roles need not sacrifice the important elements of good education. There is no need, for example, to abandon the notion that teachers should work closely enough with students so that they get to know them well. Differentiated roles for educational personnel must always be considered first in terms of value to the learner.151

The factors which will determine the rate at which the concept of Differentiated Staffing will be introduced are many and complex and differ in each community. But Elam and McLure have suggested one of the central motives which has moved educators to investigate this concept:

Estimating manpower requirements for achieving our nation's objective ten years from now involves considerable elements of uncertainty. We do not know which combinations of goals will receive first claim on the nation's resources in the 1970's. However, the exercise points to a conclusion. As we utilize the economy's growth in resources to transform more of our society's aspirations into reality in the next decade, our manpower problems are likely to concern ways

and means of improving education and training or encouraging mobility, rather than the issues posed by the existence of a large mass of unskilled, poorly educated, and unemployed Americans.\(^{152}\)

Keeping in mind that ways of improving education are one means of transforming this country's aspirations into reality one may look favorably and critically at the concept of auxiliary personnel and its inclusion in a program of staff differentiation which is proposed as one means of achieving this national goal. One should evaluate it in the light that it has as its chief goal the improvement of instruction and that it has generally received approval from those who have developed, experienced, and evaluated the concept.

**Summary**

The growth of auxiliary personnel use is attributed to combined causes which also served as a basis upon which a rationale for their use was developed. The improvement of instruction with an increased emphasis upon meeting individual needs was seen as one of the major goals of the concept.

Paid auxiliary personnel and volunteer personnel are two main types of programs which have been used to develop the concept in elementary schools. Qualifications and duties vary with each type of program but do include a wide range of candidates and interesting opportunities for individuals outside the educational profession.

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Provisions for training programs have been sporadic but an increasing number of educational institutions are now offering new programs designed to equip interested personnel for the many newly-developed career roles. Courses in education as well as on-the-job skill training are felt to be important attributes of most programs.

Experimental designs, attitudinal surveys, and observational reports are the main types of research which have been conducted. Results of all three types of research have generally favored the concept of auxiliary personnel and have contributed to its rapid growth.

One related concept which has incorporated auxiliary personnel within its framework is staff differentiation which extends the career ladder at both ends by providing entrance and participation levels such as Auxiliary and Intern prior to the professional level as well as more highly developed career roles such as Master Teacher and Subject Specialist. This method of career development has aided the growth of auxiliary personnel use. Future growth of the concept will most probably depend upon the educational goals of this country and how effectively it contributes to their attainment.
CHAPTER III

SUMMARY

In this survey of literature the concept of auxiliary personnel with respect to its causes, rationales, classifications, training programs, research, and relationship to differentiated staffing was reviewed.

Three major types of causes were identified. Increased attention to individual needs by the teacher who therefore required more assistance was seen as the major educational cause of increased auxiliary personnel use. Dissatisfaction with society, the irrelevance of education, and communication breakdown were listed as the social causes which led to the increased use of auxiliary personnel while a shortage of teachers, a decrease in classroom size, and an increase in the allotment of federal funds for educational development and special services were presented as economic causes which contributed to the same result.

A rationale with its accompanying benefits has concurrently developed with the growth of the concept of auxiliary personnel. Educational benefits are perceived as increased teacher preparation time, increased opportunities for reinforcement of lessons for students, and more opportunities for individual and small group instruction.
Social benefits listed included improved home-school relationships, increased provisions for child-adult contacts, opportunities for involvement of adults in communities where education is viewed as irrelevant, commitment of community members to new educational methods and approaches because of their involvement and increased understanding gained through participation. Low staff turnover rates, new sources of manpower and increased teacher effectiveness were viewed as economic benefits of auxiliary personnel usage.

Paid auxiliary personnel and volunteer personnel were the two classifications of auxiliary personnel which were described. Paid auxiliary personnel normally are seventeen years of age or older and are required to show proof of good health and no past criminal involvement with children. Residency requirements vary but skill in relating to and working with others combined with an understanding of children were considered basic qualifications for auxiliary personnel.

Duties of paid auxiliary personnel fell into the six general categories of clerical, housekeeping, instructional support, technological, monitorial, and general. While great variety is possible in the utilization of auxiliary personnel, care should be taken so that assigned tasks, and responsibilities are appropriate with the auxiliary's training and competency.

No general qualifications besides empathy, respect, and trustworthiness were required of volunteer personnel but
generally community interest was a motivational force. Adopt-a-School Volunteers, Follow-Thru-Volunteers, Library Volunteers, Tutorial Volunteers, Cafeteria Volunteers, and Volunteers at Individual Schools were the main types of service available to volunteers. As with paid volunteer programs, leadership, appreciation, and direction are essential elements of volunteer programs.

One area of auxiliary personnel programs which is receiving increased attention is the development or training programs. Essential elements of an effective program are planning by a broad spectrum of the community, a strong personal commitment to the concept by the members of the planning committee, a carefully designed program which contains clear definitions of tasks to be performed, careful screening of applicants, provisions for upward career mobility, and practical preparation of the auxiliary with educational and technical skill courses. The length of training is dependent upon the type of the program developed but opportunities for evaluation and revision should be built into any program.

Research methods which are applicable to auxiliary personnel use are experimental designs, attitudinal surveys, and observational reports. The results of experimental designs which measured achievement in reading and arithmetic of students with and without the assistance of auxiliary personnel have generally shown that students who have the assistance of an auxiliary show significantly larger achievement gains.
Surveys show that teachers who have had the assistance of an auxiliary have consistently approved of the inclusion of auxiliary personnel within the educational system and have listed multiple side benefits resulting from their employment. While not many observational studies have been reported, partially due to their time-consuming nature, those which are available have been favorable in their description and evaluation.

A related concept which has included auxiliary personnel within its working framework is Differentiated Staffing. The "teacher and his staff" concept presents an extended career ladder which incorporated earlier entrance levels with extended and newly-developed teaching roles. A total program includes administrators, master teachers, teachers, interns, and auxiliaries of various levels with the benefit being a more effective and cooperative approach toward instruction. The improvement of instruction is its major goal.

Conclusions

There are many forces impinging on education that will affect its direction and development in the years to come. The schools are under much pressure to accept a significant role as instruments of social change. There are new media and technology, which result in increased learning efficiency. There are a growing number of agencies and groups who feel that education cannot remain the exclusive domain of the professional educator. There is a call for excellence for all involved in the learning process.  

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One of the means which is designed to meet these needs of relevancy, efficiency, and excellence is the concept of auxiliary personnel. Based on the findings of this survey the following conclusions have been shown to be relevant to these needs and seem warranted.

1. The employment and utilization of auxiliary personnel is becoming a widespread practice. Several economic, social, and educational causes are responsible for its growth.

2. The rationale for employment of auxiliary personnel is not to reduce the number of teachers but to enable teachers to meet student needs more adequately by freeing them from tasks which auxiliaries can perform. Educational, social, and economic benefits are attributed to the employment of auxiliary personnel.

3. Paid auxiliary personnel and volunteer personnel are the major types of non-professional assistance used in elementary public schools.

4. Qualifications for both paid and volunteer personnel are varied but a concern and regard for children is a prerequisite of any auxiliary.

5. Duties for auxiliary personnel are varied ranging from housekeeping to semi-instructional activities depending upon the candidate's training and ability. Role descriptions are felt to be important guidelines in assignment of duties.

6. An increasing number of educational institutions are
providing formalized training programs for auxiliary personnel. Although the programs vary according to the certification granted, educational courses are felt to be important requisites.

7. Reports of experimental designs, attitudinal surveys and observational reports have generally been favorable and have contributed to further acceptance of the concept of auxiliary personnel.

8. The concept of staff differentiation has included auxiliary personnel within its organizational design and has designated the auxiliary as a member of the educational team.

Recommendations

The following statements are based on considerations of the information obtained in this survey and might be viewed as suggestions for further study by persons interested in furthering the understanding of the concept of auxiliary personnel.

1. A more thorough investigation of the training programs available and their component parts would be useful in drawing up guidelines for a training program.

2. A study of teacher education institutions and their treatment of the concept of auxiliary personnel would be helpful in determining the knowledge that new teachers bring with them to teaching situations.
3. A comparison of volunteer and paid auxiliary training programs would be useful.

4. The influence of auxiliary personnel on the pupil's learning process could be more thoroughly investigated.

5. Studies of the effect upon the community when members participate in such programs would be helpful and interesting.


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