THE CAREER OPPORTUNITIES PROGRAM:
A PARAPROFESSIONAL APPROACH
TO TEACHER EDUCATION

by
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Date: April 2, 1973
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The writer wishes to express sincere appreciation to Mr. John J. Wenger for his invaluable assistance in the course of this study. The interest, assistance, encouragement, and aid of Dr. Allen Pope, Mr. Thomas Block, and Mr. Raymond Linder is highly valued.

The cooperation of the principals and teachers of Helena, Montana, School District One was essential to this study.

Without one group of people this study would not have been possible. The interest and cooperation of the Helena, Montana, Career Opportunities Program participants was excellent throughout this study.
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CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

The purpose of this study was to examine certain aspects of a paraprofessional approach to teacher education. The paraprofessional approach refers to actual on-going training within the school classroom structure in addition to professional training from an institution of higher learning.

II. SIGNIFICANCE OF THE STUDY

American public education is at the cross-roads of a major decision today. Considerable evidence indicates that it has been ineffective, particularly in reaching and teaching the culturally disadvantaged child.

Recent physical violence and verbal protests are indicative of the dissatisfaction of many segments of the population. The dissatisfaction lies chiefly with the school's inability to provide true equality of opportunity.1 The school is viewed as immutable in organization, personnel, and process.

Teacher training must be improved to facilitate the many changes needed in the schools.1 Through a para-professional approach to teacher training, it is envisaged that the resultant teachers will be sympathetic to the needs of the community and the students they serve.

Many programs over the past two decades have introduced auxiliary personnel into the public school to relieve teachers of routine non-instructional tasks. Recent programs have utilized low-income personnel to provide teacher assistance and community input into the schools. Increased use of auxiliaries has necessitated additional training to improve their effectiveness. If auxiliaries could be professionally trained to become teachers, they would have empathy for the background of the students and provide a success model with which the students could identify.

Summary

It is the intent of this study to describe major past programs utilizing auxiliary personnel in an attempt to trace the growth of the role of the auxiliary to professional status.

III. DEFINITION OF TERMS

Aide. An untrained person providing clerical, monitorial, or custodial service to the classroom teacher.

Career lattice, or career ladder. A step-by-step program whereby a person may grow in experience and education.

Inservice training. Training provided to personnel while actively employed.

Paraprofessional. A person trained, or being trained, to provide non-instructional and instructional service to the classroom teacher and students.

Pre-service training. Training provided to personnel prior to employment.

The terms "aide", auxiliary or "auxiliary personnel", and "paraprofessional" are used interchangeably by various authors. Confusion may be avoided if the reader bears in mind that only slight differences in training distinguishes the use of the terms.

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1 The definitions used in this paper are paraphrased from the following source: Raymond W. Harrison, The Selection, Orientation, and Use of Teacher Aides (Fresno, California: G. W. School Supply, 1970).
CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the authors will describe some major experiments implementing training aide programs within the public schools. This study will describe a privately funded program in Any City, Michigan, and three federally funded national programs in an attempt to show a growth pattern leading to a paraprofessional approach to teacher training.

1. LITERATURE OF THE DEVELOPMENT
   OF TEACHER AIDE PROGRAMS

   DAY CITY EXPERIMENT

   A grant was made to Central Michigan State College of Education to support a project of the College and the Any City school system. The Any City project was the first known to utilize such aides. High school trained women were employed as teacher aides.

   In 1953, the first major experiment in utilization of auxiliary personnel in American education was undertaken in Any City, Michigan, with funds from the Ford Foundation. This program was designed...
CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the writer will describe some major experiments implementing teacher aide programs within the public school. This study will describe a privately funded program in Bay City, Michigan, and two federally funded national programs in an attempt to show a growth pattern leading to a paraprofessional approach to teacher training.

I. LITERATURE OF THE DEVELOPMENT OF TEACHER AIDE PROGRAMS

BAY CITY EXPERIMENT

A grant was made to Central Michigan State College of Education to support a project of the College and the Bay City school system. The Bay City project was the first known to utilize paid auxiliaries. Eight college trained women were employed as teacher aides.

In 1953, the first major experiment in utilization of auxiliary personnel in American education was undertaken in Bay City, Michigan, with funds from the Ford Foundation. This program was designed
to increase teacher effectiveness by freeing teachers from disproportionate nonprofessional functions.¹

Results

The results of the Bay City experiment are controversial. Sponsors of the experiment claimed that teachers with aides spent more time on instructional activities; teacher aides facilitated better deployment of teachers and experimentation with staffing, although no noticeable change in teaching methods were observed; and aides were potential recruits for teaching. In fact, five of the eight employed in the project became teachers.

However, the general consensus was less optimistic. It focused on the fact that aides were not substitutes for qualified teachers; that the utilization of aides could not justify larger classes; that not all teachers could work with aides; that evaluation was difficult; and that many in education felt the utilization of aides promoted rote learning.

Many less ambitious projects followed, but no major accomplishments occurred in the late fifties or early sixties.

¹Bowman and Klopf, op. cit., p. 7.
ELEMENTARY AND SECONDARY EDUCATION ACT

The implementation of the Elementary and Secondary Education Act (ESEA) of 1965 encouraged a rapid increase in the use of paraprofessionals in education.

The growing social unrest exhibited during the mid-sixties was explained, in part, by the schools' inability to respond to the changing needs of society.¹ The Federal programs created through the Congressional enactment the ESEA were designed to employ local indigenous personnel in roles as aides in varying capacities. The goals of the programs were: (1) to increase the educational opportunities of disadvantaged school children, (2) provide employment opportunities for low-income adults, and (3) to relieve the classroom teacher of routine non-instructional tasks so that he could spend more time actually teaching.

Aide title designations were distinguished and functions of the aide were described.² The majority of positions were classroom teacher aides; however, there were numerous other classifications: play ground aide, library aide, nurse aide, lunchroom aide, guidance aide, and special education aide, to name a few.

¹Ibid., p. 5.
²See appendix for 101 Tasks a Teacher Aide Can Do.
Results

Aides in the school, especially teacher aides, produced some interesting claims:

A recent five-year study in 25 Michigan schools proves...

With aides to help them, teachers slashed by 89%, the time they spent correcting papers; by 25%, the time they spent enforcing discipline; by 61%, the time they spent supervising children moving between classes; by 83%, the time they spent monitoring written lessons; and by, 76%, the time they spent taking attendance.¹

The teachers, relieved from routine and clerical duties, have more time to give individualized attention to children, spend more time in preparation both in school and at home -- the consensus being that the audience, which now includes another adult, encourages greater preparatory efforts on the teachers' part.

There are more impressive reports indicating the success of utilizing aides in instructional roles:

Recent studies in Indiana, Minnesota, Michigan, Colorado, California and New York indicate the effect upon pupil learning of the use of paraprofessionals in the classroom. In Minneapolis, pupil learning, as measured by pre-test pairs using the Metropolitan Reading Readiness Test given at five month intervals to 234 children, was 50% greater in kindergarten classes with an aide than where there was no aide. . . In Greenburgh, N.Y.,

performance of second grade classes with an aide were compared to similar classes the previous school year which had no aides. The measuring instrument was the Metropolitan Achievement Test. The number of classes scoring above grade level increased from 2 to 5 and those scoring below grade level decreased from 5 to 4.1

Problems

Despite the growing data that substantiated the utilization of paraprofessionals in education as beneficial to the students and teachers, many teachers continue to resist the implementation of paraprofessionals. A representative statement reflecting the sentiment of many teachers may well be:

I feel it is a degrading feeling for a teacher who has worked four to six years preparing for the profession to know that a person who has been trained in a matter of months is doing the same work.2

Paraprofessionals undergo pre-service and inservice training to enhance their effectability in service to the students and teacher. Ironically, teacher education in the utilization of aides must be achieved in order to produce the benefits envisaged by and incorporated into the Federal programs. Having a paraprofessional in the classroom does effect more, on the part of the teacher, than relief from routine, clerical and non-instructional duties. The teacher must see himself as

---


a "technologist" and the paraprofessional as his "technician" who can be given responsibility for carrying out prescribed procedures.\(^1\)

We have come to recognize that the teacher who is to successfully work with paraprofessionals in an educational setting must have had incorporated into her own training the ability to work as a part of a team. And to see her own role on a higher level -- one with more specialized skills and duties, than the teacher, heretofore, has had the opportunity to exercise.\(^2\)

Initially there were no recruitment criteria for aides other than they must be of low-income, under the then existing (1966-68) Office of Equal Opportunity (OEO) income index. Teachers were appalled by the lack of good personal care and grooming, inability to work under close supervision and follow directions, poor health and, most of all, the underdeveloped degree of literacy.\(^3\) Standards had to be established at the local level, to meet the qualifications of the particular situation.

Another major problem was that aides in the programs had no chance for development in education. Aides, desirous of professional training, did not have

\(^1\)Harrison, *op. cit.*., p. 7.

\(^2\)National Conference on the Paraprofessional, Career Advancement, and Pupil Learning, co-sponsored by the National Commission on Teacher Education and Professional Standards (National Education Association) and the New Careers Development Center, New York University, January 9, 1969

\(^3\)Ibid.
the financial means to obtain training from an institution of higher education. The programs had inspired a career role without career development.

II. LITERATURE OF THE DEVELOPMENT OF PARAPROFESSIONAL CAREER PROGRAMS

EDUCATION PROFESSIONS DEVELOPMENT ACT

With ever-increasing use of auxiliary personnel in the schools, it became necessary to provide the paraprofessional in the classroom with training tailored more closely to the needs of his particular position. The paraprofessional required professional training to enhance his effectability -- not to replace the teacher, but to better carry out the teacher's prescription in a way which would have more impact upon pupils.

In 1967, the Congress enacted the Education Professions Development Act. This Act provides for state education agencies to submit state plans which include programs to obtain services of teacher aides and to provide them with preservice and inservice training which will enable them to better perform their duties.¹

The Education Professions Development Act (EPDA) produced a means whereby paraprofessionals could enter a program and progress through a step-by-step process leading to teacher certification.

The step-by-step process was a plan of career development, a career lattice indicating various stages of experience and education in the professional growth of the paraprofessional. Possible stages in career development are:

**Career Lattice**

<table>
<thead>
<tr>
<th>Title</th>
<th>Functions</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDE</td>
<td>clerical, monitorial, custodial duties</td>
<td>basic orientation of school goals, and skills required</td>
</tr>
<tr>
<td>ASSISTANT</td>
<td>more relationship to instructional process</td>
<td>one year inservice, or one year college training</td>
</tr>
<tr>
<td>ASSOCIATE</td>
<td>more responsibility with less supervision</td>
<td>A.A. degree from a two-year college, or second year level in a four-year college</td>
</tr>
<tr>
<td>TEACHER-INTERN</td>
<td>similar to associate level but more involvement in diagnosis and planning</td>
<td>senior level in a four-year college and enrolled in teaching courses</td>
</tr>
<tr>
<td>TEACHER</td>
<td>those of a teacher</td>
<td>degree and certification</td>
</tr>
</tbody>
</table>

Today, more and more communities are setting up career ladders for aides who are experienced and willing to study for their personal growth and advancement . . . Instead of going from school to college to teaching, an ambitious, mature person . . . may now enter the schoolhouse as an aide and within a few years become a full-fledged member of the professional faculty.¹

¹Becker, DeVita and Drowne, *op. cit.*, p. 25.
The EPDA career programs' goals were the same as the still ongoing ESEA programs; i.e., to provide employment opportunities to low-income adults, provide educational opportunities to disadvantaged children and assist teachers, with the important addition of career opportunities for participants. Under the new career programs, a person could enter service and advance to the level at which he perceived himself best suited.

Many programs were created to implement the goals of the EPDA, and of interest to this study is the Career Opportunities Program.

Career Opportunities Program

The Career Opportunities Program (COP) was designed primarily to attract culturally deprived adults into educational roles for the purpose of instituting change within the scope of the schools.\(^1\) By providing disadvantaged persons the opportunity of becoming teachers, empathy for likewise disadvantaged students and community input into the schools might be achieved. Change in teacher education was also sought to produce teachers aware of the current school scene. Teacher training institutions have been so removed from what life in the classroom is really like that they have

failed to prepare their students for the schools as they now are.\textsuperscript{1}

Goals of COP

In order to produce the desired effect upon the educational scene as a whole, COP

... placed special emphasis upon the indication of potential for:

a. Improving the education of low-income children.

b. Attracting low-income people -- especially Viet-Nam-era veterans -- to new careers in schools serving low-income people.

c. Finding better ways of utilizing school staffs through developing career lattices of positions.

d. Encouraging greater participation of parents and the community in education.

e. Finding better ways of training personnel for schools through a work-study approach.

f. Increasing cooperative relationships between related programs and institutions.\textsuperscript{2}

Results

The purpose of this study is to describe the implementation of the COP project in Helena, Montana, and ascertain the results thus far achieved.


\textsuperscript{2}Career Opportunities Program: Project Directors Handbook, \textit{op. cit.}, p. 3.
CHAPTER III

PROCEDURES

In this chapter, the writer will describe the proposal and project implementation of the Career Opportunities Program in Helena, Montana.

II. PROPOSAL

School District Number One of Helena, Montana, submitted to the Office of Education, Washington, D.C., on November 10, 1969 -- as prescribed, a proposal for Career Opportunities Program (COP) designation, title II, upward mobility and improved instruction through career differentiation and college training.

The Helena COP project was initiated by the Helena Public Schools, community agencies, and Carroll College in a combined effort to make the success of the project.

A cooperative agreement among the Helena Public Schools, the social service agency, the Community Action Agency and Carroll College has initiated a Career Opportunities Program to provide upward mobility for approximately 25 low-income parents and to improve classroom instruction for low-income Head Start and elementary school children.

Volunteers recruited from the low-income community will enter a work-study program of three to five years leading to a B.A. degree in
CHAPTER III

PROCEDURES

In this chapter, the writer will describe the proposal and project implementation of the Career Opportunities Program in Helena, Montana.

I. PROPOSAL

School District Number One of Helena, Montana, submitted to the Office of Education, Washington, D.C., on November 30, 1969 — as prescribed, a proposal for Career Opportunities Program (COP) designation, titled: Upward Mobility and Improved Instruction Through Staff Differentiation and College Training.

The Helena COP project was initiated by the Helena Public Schools, community agencies, and Carroll College in a combined effort to insure the success of the project.

A cooperative agreement among the Helena Public Schools, The Model Cities Agency, the Community Action Agency and Carroll College has instituted a Career Opportunities Program to provide upward mobility for approximately 25 low-income persons and to improve classroom instruction for low-income Head Start and elementary school children. . . . Auxiliaries recruited from the low-income community will enter a work-study program of three to five years leading to a B.A. degree in
elementary education granted by Carroll College and teacher certification by the Office of the State Superintendent.¹

Plans for the implementation of the project began in February, 1970, after notification of project designation.

II. PROJECT IMPLEMENTATION

Role of the Community Advisory Board

An Advisory Board was established to assist in the planning, conduct, and evaluation of the program.

Members of the Board were selected from:

1. One (1) from the Office of the State Superintendent
2. Two (2) from the Rocky Mountain Development Council
3. Three (3) from the Model Cities Neighborhood Councils
4. One (1) from the public schools
5. One (1) from Carroll College
6. One (1) from Veteran's Organization
7. One (1) from Model Cities, and
8. One Program Director²

The COP Director acts as chairman of this eleven-member group and the Board was to meet regularly -- at the call of the Director -- to assist as needed.

¹Upward Mobility and Improved Instruction Through Staff Differentiation and College Training, (Helena, Montana: COP proposal, November 30, 1969), p. 5.
²Ibid., p. 11.
Supportive Resources

The salaries of the COP participants are not provided through the direct COP grant. Linkage with other local, State, and Federal programs is encouraged to provide the additional needed funds. The Helena COP project is linked with the Work-Study Program of the Higher Education Act of 1965 through Carroll College, the Helena Model Cities Program, the Concentrated Employment Program (CEP), and the Community Action Agency. Work-Study funds pay each participant $2.00 per hour for a maximum of fifteen hours per week -- not to exceed sixty hours per month. The balance of the pay-roll is distributed through the Helena School District accounting by funds contributed from Model Cities, CEP, and the Community Action Agency. Each year negotiations must be made with the linkage programs to insure their continued support of the COP project.

Participant Recruitment and Selection

Participant recruitment and selection was based upon the following criteria:

1. Demonstrates good work habits,
2. Has an interest in education,
3. Has a willingness to work with school personnel,
4. Has social maturity as indicated by references from former employers or teachers,
5. Must live close to the school or within the community,
6. Has shown a commitment to the community,
7. Is willing to live by school rules and regulations,
8. Can meet health requirements of the school,
9. Will provide a recommendation by a former teacher, former employers, or school administrator in addition to a high school and/or college transcript (if any),
10. Has personal characteristics which are favorable for working with children, and
11. Comes from a low-income background.

The Project Director conducted interviews with applicants and either recommended approval or disapproval to the Advisory Board. Applicant screening began May 15, 1970, and participant selection began June 10, 1970. Participants selected were from referrals made by these agencies:

Model Cities Neighborhood Aides: 12
RMDC -- Head Start: 3
Welfare: 3
RMDC -- Indian Alliance: 2
Concentrated Employment Program: 1
State Vocational Rehabilitation: 1

Role of the College

The Carroll College Administration agreed to provide, as its contribution to the project:

1. Thirty semester hours of college course work per year in the pattern of twelve hours during summer sessions and nine hours each semester of the regular Carroll College school year -- tuition and fees to be paid by COP.
2. At least one core course with college credit designed for all participants as the need arises.

1Ibid., p. 10.
2Request for Project Continuation, dated June 8, 1971, p. 3.
Credit for work done in the schools in lieu of credit for practice teaching.

3. Preliminary training for participants lacking entry requirements of Carroll College to be assumed by Helena School District Number One.

4. The possibility of adjusting the curriculum to suit the special needs of the COP participants.

5. Each COP trainee will be assigned an advisor selected from the college staff.

6. The Academic Dean will determine what courses can be substituted or challenged, depending upon the background and previous training of the student. The student must be directed toward the degree and any provisions or allowances granted for special circumstances cannot lessen the established program nor the resultant degree.

7. All trainees, once enrolled at Carroll College, will be considered eligible for those rights, privileges, and responsibilities extended to all part-time students.

Role of the School

Teacher Selection

The Head Start Director and building principals assumed the responsibility of recruiting teachers for participation in the COP project. Orientation for teachers accepting aides was held September 3-4, 1970.

Project Director

Mr. John J. Wenger was appointed Project Director June 1, 1970; although he was involved in proposal implementation from February, 1970, with Mr. Gerald Roth, Federal Projects Coordinator, School District Number One. Mr. Wenger had served School District Number One as an elementary school principal for nine years prior to assuming the position of COP Director.
Pre-service Training

On June 15, 1970, twenty-two COP trainees registered for course work at Carroll College. All Trainees were required to enroll in the three-semester-hour course: Education 103 -- Foundations of Education for Teacher Aides. The course was a pre-service orientation for participants -- however, it was open for enrollment to anyone attending Carroll College -- taught by the COP Director, Mr. John Wenger. The course comprised an overview of the school system, procedures and policies, and audio-visual training. Nineteen trainees enrolled in regularly scheduled college classes, and three participants enrolled in a class preparing them for the General Education Development Test (GED) -- required for registration at Carroll College.

Results

Twenty participants completed the summer program. Of the initial twenty-two, two resigned before completion and three resigned after completion. Of the three enrolled in the GED training, two passed and were able to continue in the program. The grade point average (GPA) for the first summer program of the participant force was 3.05 on a 4.0 system.¹

¹Statistical data obtained from the files of the COP Director.
Inservice Training

Each trainee was assigned to a teacher to serve as the teacher's instructional aide. Twenty hours per week of classroom experience was arranged in conjunction with the scheduling of course work at Carroll College. The trainee was involved in tasks varying from clerical to instructional -- planned by and under the supervision of the classroom teacher -- and in accordance with the COP Career Lattice. A simplified view of the career lattice is:

Career Lattice

<table>
<thead>
<tr>
<th>Step</th>
<th>Classification</th>
<th>Entry and Advancement Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.</td>
<td>Teacher</td>
<td>B.A. degree in Elementary Education and Montana Standard Certificate Pay scale - salary scale</td>
</tr>
<tr>
<td>IV.</td>
<td>Teacher's Associate</td>
<td>Three year work experience Sixty semester hours college training, or more Pay scale - $3.05 per hour</td>
</tr>
<tr>
<td>III.</td>
<td>Teacher's Assistant</td>
<td>Two year work experience minimum sixty semester hours college training Pay scale - $2.70 per hour</td>
</tr>
<tr>
<td>II.</td>
<td>Teacher's Aide</td>
<td>One year work experience Thirty semester hours college training Pay scale - $2.35 per hour</td>
</tr>
<tr>
<td>I.</td>
<td>Teacher's Aide-Trainee</td>
<td>No work experience High School Diploma or equivalent Pay scale - $2.00 per hour</td>
</tr>
</tbody>
</table>

1The work-study experience has a potential of 720 hours of training per year.
A Teachers Daily Lesson Plans book is used by each trainee to record his activities while on-the-job. Activities are classified under six categories: (1) Instruction, (2) Instruction Related, (3) Audio-Visual, (4) Clerical, (5) Classroom Management, and (6) Supervisory. The planbooks are used to evaluate the experience of the trainee, to induce supervising teachers to involve trainees in more instructional activities, and to assist trainees in classifying activities.

The COP participants are invited to attend teacher inservice training provided by the School District along with their supervising teachers.

In addition to the inservice training provided by the School District, COP trainees attended a RUPS (Research Utilizing Problem Solving) process workshop conducted January 4-8, 1971, by Mr. Herman Tushaus, State COP Coordinator, Dr. Allen Pope, Head of the Education Department at Carroll College, and Mr. John Wenger, COP Project Director. The RUPS process made available to COP trainees a systematic method of analyzing and solving problems through team work and team building skills.

---

1 Project Continuation Request, dated June 8, 1971, p. 7.
Financial Support

The Helena School District Number One assumes the cost of the supervision of the work experience of the COP participants.

It is estimated that each teacher, who has a COP participant under his supervision, devotes five per cent of his time and effort to such supervision. Additionally, each target area school principal serves as a COP team leader. It is estimated that each principal devotes at least five per cent of his time and effort to the conduct of the project.

For the total project, this time and effort converted to a dollar value based on the annual salary of the teachers and principals involved, amounts to approximately $10,000.00, which is paid by the local school district.¹

Programatic Projection

The programatic projection for the fiscal year 1973 estimates four participants to graduate in May, 1973, seven to graduate in May, 1974, six to graduate at the end of summer session, 1974, and four to graduate in May, 1975. Together with the three participants who have been graduated under the program, it is therefore estimated that twenty-four participants will have been graduated by the program termination in June, 1975.

Discussion

Several changes have developed since the initiation of the COP project in Helena. Yearly funding cut-backs in the COP grant and supporting linkage

¹Request for Project Continuation, revised May 17, 1971, p. 4.
programs -- with the exception of Work-Study -- has necessitated the altering of the program design. The Project Director assumed part-time directorship. Workshop inservice training sessions were discontinued.

Additional funding cut-backs in the third year have brought about a reduction in the number of participants. Currently the project has nineteen trainees and no plans are made to replace participants who resign or graduate. All participants currently in the program will be able to graduate by program phase-out in 1975, provided funds are available.
CHAPTER IV

RESULTS

In this chapter, the writer will employ the instruments to measure the effects of the National CSF project: A Teacher Aide Value Questionnaire and a COP Un- 
leisance Evaluation Questionnaire. A third evaluation is in terms of the six major objectives of COP and what accomplishments have progressed.

1. TEACHER AIDE VALUE QUESTIONNAIRE

A Value of Aide Questionnaire 3 was administered to the COP training on July 30, 1970, and again on March 8, 1971, in an attempt to measure attitude change observed as a result of training. The questionnaire was also given to participating teachers to use as a reference comparison.

The questionnaire was composed of series of statements to measure "academic" and "personal" attributes. The forced-choice, limited to four positive and four negative responses, assessed some discrimination, and gave a 1 to 3 value to 12 items. 4

3 Howman and Klop, op. cit., p. 66.
4 Ibid.
CHAPTER IV

RESULTS

In this chapter, the writer will employ two instruments to measure the effect of the Helena COP project: a Teacher Aide Value Questionnaire and a COP Participants Evaluation Questionnaire. A third evaluation is in terms of the six major objectives of COP and what accomplishments have progressed.

I. TEACHER AIDE VALUE QUESTIONNAIRE

A Value of Aides questionnaire\(^1\) was administered to the COP trainees on July 28, 1970, and again on March 8, 1973, in an attempt to measure attitude changes developed as a result of training. The questionnaire was also given to participating teachers to use as a reference comparison.

The questionnaire was composed of twelve statements to measure "academic" and "personal" attitudes. The forced-choice, limited to four positive and four negative selections, assures some discrimination, and gives a 1 to 3 value to 12 items.\(^2\)

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\(^{1}\) Bowman and Klopf, *op. cit.*, p. 96.

\(^{2}\) Ibid.
The directions and questions are listed below:

Will you select the four that you think have worked out in practice to be the most valuable ways in which aides have been helpful; mark these with a plus (+). Then, select the four that seem either least important or that do not apply to aides, and mark them with a zero (0). Please be sure to mark four of each, no more -- no less.

AIDES ARE VALUABLE IN THE SCHOOL BECAUSE THEY-

___ 1. Let the children know that "someone really cares".
___ 2. Increase parents' contacts with the schools.
___ 3. Provide more individual attention in the classroom.
___ 4. Improve the behavior of the children.
___ 5. Have greater understanding of the children.
___ 6. Provide the teacher with "an extra pair of hands".
___ 7. Cause teachers to have higher expectations for the children.
___ 8. Help parents in the community to increase their understanding.
___ 9. Make possible more drill and homework assignments.
___10. Help teachers to be more sensitive to the children.
___11. Learn to cope with disturbed children.
___12. See things in the classroom which the teacher misses.

Results

The major change among the two groups of COP participants taking the test is noted in regard to question number two: Increase parents's contacts with the school. COP trainees rate this more important now than they did when the test was first given. It is
one of the COP major objectives to improve parental and community participation in education.

A composite of the least and most valuable choices are listed as chosen by the two groups of COP trainees and the teachers:

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>COP (7-28-70)</td>
<td>1,3,5,6</td>
<td>2,4,7,9</td>
</tr>
<tr>
<td>COP (3-8-73)</td>
<td>1,3,5,6</td>
<td>4,7,9,11</td>
</tr>
<tr>
<td>Teachers</td>
<td>3,6,11,12</td>
<td>2,7,8,10</td>
</tr>
</tbody>
</table>

The twelve questions were divided between six that were "academic" -- 3, 5, 6, 9, 11, 12 -- and six "personal" -- 1, 2, 4, 7, 8, 10. It is beyond the scope of this study to make comparisons between the COP trainees and the teachers.

II. THE SIX MAJOR OBJECTIVES OF COP

The Helena COP project is viewed as a success in terms of its objectives:

COP Objective: To improve the education of low-income children.

The Helena COP participants are involved in numerous activities within the schools, as indicated from their plan books. COP's, as the participants have been nicknamed, often conduct classes in physical education, music, art, math, science, and show movies during school time.
The Wisconsin Design for Reading Skill Development was adopted by Helena School District Number One, beginning the Fall term, 1972. In the target area schools, COP's who are at Step III of above on the Career Lattice are involved in skill group instruction. One example of COP utilization in the Wisconsin Design program is a Step III participant responsible for instruction in "contractions" to ten second grade students. The COP was observed by a classroom teacher, the reading consultant, and the building principal -- and performed most competently. The test results verify this fact:

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test percentage</th>
<th>Post-test percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
<td>93</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>D</td>
<td>57</td>
<td>100</td>
</tr>
<tr>
<td>E</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>F</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>G</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td>H</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td>I</td>
<td>67</td>
<td>88</td>
</tr>
<tr>
<td>J</td>
<td>93</td>
<td>93</td>
</tr>
</tbody>
</table>

By utilizing COP's in skill group instruction, the size of the group is reduced, thus enabling more individualized instruction for the students.

COP Objective: To attract low-income people -- especially Viet-Nam-era veterans -- to new careers in schools serving low-income people.

At the present time there are two veterans in

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1Statistical data obtained from the files of the COP Director.
the Helena COP project. Both are excellent scholars and performing well in their work assignments. There has been no problem recruiting low-income participants and providing them with entry status. Employment for participants is not a problem, as their services are much in demand.

COP Objective: To find better ways of utilizing school staffs through developing career lattices of positions.

The Career Lattice developed for the COP participants has been instrumental in the implementation of team teaching situations. Lateral mobility through the Career Lattice is achieved through training in college course work and work experience. Diagonal mobility within the Career Lattice is achieved through work experience assignment. Participants are employed in Special Education, Head Start, Remedial Reading, and Developmental Learning Classes. In February, 1973, three COP's were employed as assistants to counselors in the Career Education Program serving elementary schools within Helena School District Number One.

COP Objective: To encourage greater participation of parents and the community in education.

The COP project in Helena has been less effective than the community action agencies in achieving greater participation of parents and community in
education. Through having members of the COP Advisory Board from the community action agencies, educational needs are made more apparent to the community. Improved attendance of parent-teacher conferences have been recorded, and an increase in volunteer aides being utilized has been accomplished.

COP Objective: To find better ways of training personnel for schools through a work-study approach.

Cadet practice teaching is no longer required at Carroll College. Beginning in the Fall semester, 1973, all education majors at Carroll College will enter into a two-year practicum program similar to COP work-experience. Montana State University at Bozeman, Montana, will effect a similar competency-based teacher education program to be implemented in 1973.

COP Objective: To increase cooperative relationships between related programs and institutions.

The COP project in Helena has achieved outstanding cooperation from related programs and institutions. Carroll College has provided managerial and funding assistance through the Work-Study program. Model Cities, the Rocky Mountain Development Corporation, Title I - ESEA, and the Concentrated Employment Program have rendered invaluable support and funds contributing to the overall success of the COP project.
III. PARTICIPANTS EVALUATION OF COP

An evaluation, in terms of how the participants view the program, was given March 8, 1973. Fifteen COP participants answered a questionnaire soliciting their opinion and comments. The composite evaluation together with representative comments are presented here:

Do you feel that your work in the public school corresponds to your level of achievement according to the Career Lattice?

50% yes 50% no

Comment: I've had a taste of everything the teacher does. I feel I am not receiving enough experience with an entire class -- starting and finishing a unit.

Of the time spent in the school, how much time is spent in the classroom?

63% all 21% three-fourths half less

Comment: Every so often I do typing and busy-work; however, I am usually involved in classroom activity.

...But all I do mostly is correct papers.

Do you feel the teacher sees you as an aide, or as a fellow teacher? 50% aide 50% teacher

Given the choice, do you feel you will become a teacher? 93% yes no

Do you feel any pre-service is necessary in the performance of your duties at school? 40% yes 60% no

Do you feel your education has been handed to you? yes 93% no
How do you feel "aides" could be placed to gain the most experience?

63% assign one aide to one teacher
42% assign several aides to "float" among several teachers

To what extent has your training been of value to you?

<table>
<thead>
<tr>
<th></th>
<th>at Carroll</th>
<th>at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>very valuable</td>
<td>50%</td>
<td>77%</td>
</tr>
<tr>
<td>somewhat valuable</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>neutral</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>not very useful</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

Do you feel you are gaining "more" or "less" experience as compared to a cadet teacher?

93% more  less

Comment:
I'm involved over a longer period of time and with the growth of children throughout the year.
... more beneficial in my estimation because you gain on-the-job experience and really know if teaching is for you.

Do you see any value in a continuing inservice training program for the purpose of up-grading on-the-job growth?

70% yes  30% no

Comment:
If inservice is used to help, not just fill time.

How do you feel about your being at work every day?

84% don't want to miss because I have responsibilities
21% don't want to miss because I'll be docked wages
21% doesn't really matter because I won't be missed

Do you feel any classes at Carroll College have been watered-down for your benefit because you are a COP?

100% no
Do you feel that participating teachers should be evaluated as far as the program is concerned, as to whether they provide teaching experiences?

90% yes 10% no

Do you feel that you contribute significantly to the instruction at Carroll College because of your involvement in the public school?

55% yes 45% no

Do you feel more or less "status" from the school faculty as compared to a cadet teacher?

28% yes 56% no

How would you prefer to be assigned on-the-job?

63% to one teacher for one school year

21% to one teacher for one semester

Answer as many as apply:

Do you feel that your being on-the-job:

70% gives the teacher more time to be with students

63% relieves the teacher of routine chores

56% offers alternate ways of teaching a subject

35% provides the introduction of innovative techniques as initiated at Carroll into the public schools

Do you feel there should be inservice training for teachers in how to best utilize an aide and also to provide meaningful experiences for the aide?

84% yes 7% no

Comment:

Definitely . . . what are the motives of teachers -- do they want aides to do busy work or to help up and coming teachers.

Do you have involvement in diagnosing and prescribing functions for pupils?

60% yes 40% no
If you were in a position to hire a teacher, would you hire:

- 84% a COP
- ___ a regular student cadet
- ___ 7% a student with two years practicum

Do you feel the COP program has given you a chance to improve yourself, irregardless of whether you plan to teach or not?

- 100% yes
- ___ no

How would you explain the turn-over in COP participants?

- 35% money (wages)
- ___ the program is a waste of time
- ___ 56% feeling of uninvolvement in teaching experiences
- ___ 42% college credit load too restrictive
- ___ 84% personality conflicts with teachers and/or administrators

How would you explain the initial reason for entry into the COP program by participants?

- 21% money (wages and tuition)
- ___ easy way to get into the teaching profession
- ___ 93% interest in teaching and children
- ___ recommended by friends
- ___ 77% a means of personal advancement -- a college degree
CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine certain aspects of a para-professional approach to teacher education. Through a para-professional approach to teacher training, it is envisaged that the resultant teachers will be sympathetic to the needs of the community and the students they serve. Many programs over the past two decades have introduced auxiliary personnel into the public school. The auxiliary personnel have been utilized in non-instructional and instructional roles to a measurable benefit to the students and teachers they serve.

By placing prospective teachers in an auxiliary position within the public school, it is envisaged that benefit would be derived for the school districts and the prospective teachers would have meaningful related experiences from their college training program. The result would be better trained teachers and teachers who really want to teach.

The study has based upon the hypothesis that...
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By placing prospective teachers in a auxiliary position within the public school, it is envisaged that benefit would be derived for the school students and the prospective teachers would have meaningful related experiences from their college training courses. The result would be better trained teachers and teachers who really want to teach.

The study was based upon the hypothesis that
a relationship can be established between the school, community, and the institution of higher learning. The prospective teachers might act as a liaison between the community and the school, the school and the college, and the college to the community and school. The three-way exchange is not linear: input and feedback may enter the exchange from any one or all of the agencies involved.

Summary of Findings

The utilization of COP participants within the schools has had an effect upon the learning of the school students.

COP participants perceive themselves as having an effect upon the methods courses offered at Carroll College.

COP participants value their work-study experiences. Most of the participants are dedicated to becoming a teacher. Through the diagonal mobility designed into the Career Lattice, COP participants are given numerous opportunities to work in various roles within the structure of the school. Through the lateral mobility of the Career Lattice, COP participants are gradually moved into more responsible positions and thereby gain confidence in themselves.

The "earn while you learn" feature of the program enables ones to obtain an education more easily.
IMPLICATIONS

The implications of this study are that COP has been effective in improving the educational opportunities of school children in low-income schools. Through the practicum approach to teacher training now used by Carroll College, this educational advantage will be expanded to all school children in Helena Public Schools.

The COP participants and the Carroll College practicum participants will be more experienced in classroom procedures than heretofore was ever possible.

College methods courses will be geared to the relevant needs of the students, instead of being content courses with little meaning. An air of experimentation and interaction among the college students in what they are experiencing in the school classroom is developing.

Classroom teachers are planning more activities for their students as a result of having assistance in the classroom.

Society has much to gain from the interchange of school, college, and community. Further research must be made to realize the impact potential contained in the work-study implementation of teacher training practices.
RECOMMENDATIONS

Inasmuch as COP has been in effect in Helena for only two and one-half years, it may be premature to make any recommendations.

It is felt by this author that the COP Director and the Carroll College faculty should supervise the work-study experiences of the COP participants more closely.

Inservice training for teachers and participants together would insure that each member of the team knew what was expected of him. The teacher is the most important link in the interchange of ideas; however, he is the most neglected. Teachers must be taught how to utilized assistance and provide a programatic growth in experiences for their aides.
SOURCES CONSULTED


Sources Consulted

A Guide To The Use Of Teacher Aides. Memphis City Schools, Memphis, Tennessee, 1972


Hornburger, Jane M. So You Have An Aide. Wilmington Public Schools. Wilmington, Delaware, 1970.


Schwartz, George. State COP Coordinator, Helena, Montana.


Wenger, John J. COP Project Director, Helena, Montana.
APPENDIX.

This list suggests the wide range of duties to which teacher aides may prove helpful in classroom teaching. The list is by no means all-inclusive, but it will serve to improve the scope and range of the teacher aide's role. In the course of routine board regulations, teacher aides must be given due consideration before assigning tasks.

II. CLERICAL

10. Collecting lunch and milk money.
11. Collecting money for class dinners, field trips, etc.
12. Filing correspondence and other reports in children's records.
13. Preparing supply lists.
15. Maintaining cumulative records for school and district files.
17. Preparing evaluation marks in the teacher's teaching book.
18. Assigning academic marks and preparing report cards.
19. Keeping records of class schedules.
22. Setting up and maintaining writing centers.
23. Typing teacher's correspondence to parents.
24. Typing, duplicating, and obtaining instructional materials.
25. Typing and duplicating the class newsletter.
26. Typing students' writings and other work.
27. Typing and duplicating scripts for plays and skits.
28. Keeping and maintaining a supply of envelopes and envelopes for mail pupils.
29. Filling emergency materials for various teaching needs.
30. Compiling information for teacher reports.
31. Setting up appointments for parent-teacher conferences.
32. Setting up appointments for school-wide meetings.
33. Preparing bulletins for parents to explain school programs, events, and rules.

II. HOUSEKEEPING

34. Preparing and supervising pupil work areas.
35. Mixing paints for an impression, putting down drop cloths, etc.
36. Performing the duties of custodian for school cleanliness.
37. Supervising pupil cleaning time.
38. Keeping bulletin boards current and neat.
101 TASKS FOR THE TEACHER AIDE

This list suggests the wide range of activities in which teacher aides may prove helpful to classroom teachers. The list is by no means all-inclusive, but it will serve to suggest the scope and range of the teacher aide's role. (Of course, local school board regulations regarding teacher aides must be given first consideration before assigning tasks.)

I. CLERICAL

1. Collecting lunch and milk money.
2. Collecting money for class pictures, field trips, etc.
3. Filing correspondence and other reports in children’s records.
4. Requisitioning supplies.
5. Sending for free and/or inexpensive classroom materials.
6. Maintaining pupils’ cumulative records for school and district files.
10. Keeping records of class schedules.
11. Keeping records of books children have read.
12. Keeping inventory of classroom stock—equipment, books, and instructional supplies
14. Setting up and maintaining seating charts.
15. Typing teacher correspondence to parents.
16. Typing, duplicating, and collating instructional materials.
17. Typing and duplicating the class newspaper.
18. Duplicating students’ writings and other work.
19. Typing and duplicating scripts for plays and skits.
20. Keeping and maintaining a folder of representative work for each pupil.
21. Filing resource materials for various teaching units.
22. Compiling information for teacher reports.
23. Setting up appointments for parent-teacher conferences.
24. Setting up appointments for home visits.
25. Preparing bulletins for parents to explain school programs, events, and rules.

II. HOUSEKEEPING

26. Preparing and supervising pupil work areas.
27. Mixing paints for art instruction, putting down drop cloths, etc.
28. Arranging instructional materials for accessibility.
29. Supervising pupil cleanup time.

[overleaf]
31. Keeping blackboards clean and ready for use.
32. Maintaining orderly arrangement of the classroom.
33. Watering plants and tending pupil classroom projects.
34. Preparing and serving refreshments at snack time, and cleaning up afterwards.
35. Arranging interesting and inviting corners for learning: science or recreational reading areas, investigative areas.

III. NON-INSTRUCTIONAL

36. Gathering supplementary books and materials for instruction.
37. Proofreading the class newspaper.
38. Distributing books and supplies.
39. Collecting homework and test papers.
40. Building up resource collections.
41. Obtaining special materials for science or other projects.
42. Helping supervise students in the playground or cafeteria.
43. Supervising the loading and unloading of school buses.
44. Monitoring the classroom when the teacher has to leave it for brief periods.
45. Arranging and supervising indoor games on rainy days.
46. Organizing and supervising the intramural athletic program.
47. Checking out library books in central library for pupils and/or the teacher.
48. Making arrangements for field trips; securing parental permission forms.
49. Making arrangements for special classroom resource speakers.
50. Displaying pupil work.
51. Helping children with their clothing.
52. Performing routine health tasks—weighing, measuring, and eye testing (by chart).
53. Administering routine first aid and attending sick and injured children.
54. Telephoning parents to pick up a sick or injured child, or taking the child home if necessary.
55. Accompanying an injured child to a doctor or hospital.
56. Telephoning parents of absent children.
57. Telephoning parents to verify notes requesting that children leave school early.
58. Conferring with other teachers and the principal about specific children.
59. Supervising club meetings.
60. Assisting committees engaged in special projects—constructing, researching, or experimenting.
61. Helping settle pupil disputes and quarrels.
62. Helping in the preparation of assembly plays and programs.
63. Setting up special classroom exhibits.
64. Accompanying a child to the office, nurse’s room, etc.
65. Monitoring the study hall.
66. Caring for preschool children during parent-teacher conferences, lectures, and other events.
67. Helping the teacher supervise students on field trips.
68. Running errands.

IV. AUDIO-VISUAL ASSISTANCE

69. Ordering and returning films, filmstrips, and other A-V materials.
70. Procuring and returning A-V equipment.
71. Setting up and operating overhead projectors, slide viewers, and other instructional equipment.
73. Preparing introductions to give children background for viewing A-V materials.

47 [continued]
V. INSTRUCTION-RELATED

74. Correcting standardized and informal tests and preparing pupil profiles.
75. Correcting homework and workbooks, noting and reporting weak areas.
76. Interviewing children with specific learning problems.
77. Observing child behavior and writing reports.
78. Preparing informal tests and other evaluative instruments.
79. Preparing instructional materials—cutouts, flash cards, charts, transparencies, etc.
80. Collecting and arranging displays for teaching purposes.
81. Preparing special learning materials to meet individual differences—developing study guides, taping reading assignments for less able readers, etc.
82. Teaching a small class group about a simple understanding, skill, or appreciation.
83. Tutoring individual children: the bright or the slow learners.
84. Reviewing, summarizing, or evaluating learnings.
85. Teaching children who missed instruction because they were out of the room for special work—remedial reading, speech therapy, etc.
86. Repeating lessons for slow learners.
87. Helping pupils who were absent to get caught up with the rest of the class.
88. Assisting children with written compositions—especially with spelling, punctuation, and grammar.
89. Listening to the children's oral reading.
90. Instructing children in the safe and proper use of tools.
91. Teaching etiquette and good manners.
92. Assisting the teacher in special demonstrations in science, art, etc.
93. Providing accompaniment in music classes.
94. Reading and storytelling.
95. Helping pupils find reference materials.
96. Reading spelling or vocabulary lists.
97. Supervising pupil laboratory work.
98. Putting written and number work on the blackboard.
99. Assisting in drill work with word, phrase, and number flash cards.
100. Supervising children staying after school.
101. Assisting and checking pupils in seat work.