

THE UNIVERSITY OF ALBERTA

A DESCRIPTION OF A TEACHER AIDE
PROGRAM USING GRADE LX STUDENTS
AS AIDES

BY



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ABSTRACT

The purpose of this study was to provide a descriptive account of a teacher aide program (referred to as a service elective program) where Grade IX students in a junior high school assisted teachers of Grades I through VI in their regular classroom settings. The study shows how a large and relatively untapped source of assistance can be utilized by educators while at the same time providing a valuable learning experience for the students serving as teacher aides.

The main purpose of the program was to provide an in-school experience for Grade IX students that would enhance their personal development while at the same time providing them an opportunity to assist elementary grade teachers and their students in the classrooms. It was intended that the student aides would provide much valuable help in the course of the program but the main focus would be on the development of the aides themselves.

The program was offered on an optional basis to any Grade IX student who then served as an aide during the entire school term. There was no clearly defined limits to the tasks that they would perform but a job description was drawn up to provide some clarification and uniformity within the program for both the teachers and the aides.

The program was evaluated by using questionnaires to obtain the attitudes toward the program of the teacher aides and their co-operating teachers. A testing program was developed to measure any

possible changes in the achievement level and perceptions of the self-esteem of the student aides that may have occurred as a consequence of participating in the program.

It was found that the program was generally well received by all those involved. The teacher aides felt they had gained as a result of the experience and the co-operating teachers were grateful for the help they received. Participation in the program did not bring about more academic growth for the student aides over their classmates who did not take part in the program. Changes in the perception of the self-esteem also were shown to be non significant. The programs value was seen to be in its acceptance and endorsement by the participants who expressed favorable attitudes toward the program, its objectives and the outcomes.

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CHAPTER 1

INTRODUCTION

Educators are constantly searching for more effective ways of enriching and expanding the range of experiences to which students may be exposed. Various techniques that have been utilized in classrooms in recent years as a consequence of this search are programmed instruction, work study programs, the audio-visual approach to teaching and learning, open area classrooms, and team teaching. Recent studies have been conducted that show the usefulness of using students as general classroom assistants and have shown that they can often perform in these roles very effectively (Thelen, 1969; Friedman, 1969; Fleming, 1969). Very little however, has been attempted over the years to include students in the instructional program beyond using the more academically inclined as tutors or as aides in minor roles assisting the teachers in their classrooms. In most projects of this nature where students have been used as teacher aides the intent of these programs has been directed toward the teacher and her class. Where older more mature students have been used as assistants the expected direction of help is generally toward the younger less experienced student. Limited research has been carried out to test the effectiveness of using older students as aides where the focus has been on the development of the student aides themselves. The available research concerns itself mainly with the benefits to the younger students in situations where the older student is simply providing assistance

to the younger child.

Purpose of the Study

The purpose of this study is to provide a descriptive account of how a small junior high school in co-operation with its three feeder elementary schools established and operated a teacher aide program using Grade IX students as aides. A subsidiary purpose of the study was to evaluate this teacher aide program. The evaluation was to cover (a) the attitudes of the co-operating teachers to the program, (b) the attitudes of the teacher aide students to the program, (c) the effects of the students participation in the program on their academic achievement, and (d) the effect of the students participation in the program on the development of their self-esteem.

Procedure for the Study

In conducting this study the author:

1. Made a review of the available literature relevant to the utilization of auxiliary help in the classroom with particular emphasis on using older students as teacher aides.
2. Described the program that was carried out.
3. Assessed the program using information obtained from questionnaires completed by the teacher aides and their co-operating teachers.
4. Conducted an analysis of data collected from the school records and through a testing program consisting of a series of achievement tests and a self-esteem inventory administered to the Grade IX student population in the junior high school from which the teacher aides were drawn.
5. Discussed some of the implications of the operation of the program in terms of its objectives.
6. Reported general observations concerning the program and made recommendations for further studies.

The Teacher Aide Program

The teacher aide program was initially begun as an experiment to provide an optional course to Grade IX students to allow them an opportunity to assist in elementary grade classrooms in the hope that this would benefit the development of those students so involved. This initial program met with enthusiastic response from the students who worked as the teacher aides, from the teachers who co-operated in the program by accepting the students as aides in their classrooms, and from the younger elementary grade students who were the recipients of the additional assistance. Following this positive response to the pilot program, a more detailed and intensive program was developed and conducted during the following year.

This study concerns itself with the second year of operation of the teacher aide program. The new program operated as an integral part of the regular school curriculum and extended over the entire school term. A job description was drawn up to serve as a guideline for the co-operating teachers and the teacher aide students to provide some degree of uniformity and consistency in the program.

The students were under the control and supervision of teachers who volunteered to act as co-operating teachers and to assume this responsibility. A major factor in the program was the understanding that the teacher aides would provide much helpful assistance to the teacher and her class but the main purpose of the program was to foster the personal development of the student aides.

The objectives of this program were the same as those used in the pilot program carried out during the previous school year. Following is a list of the objectives of that initial program as outlined in its proposal

(Appendix A):

- A. That Grade 1X students would benefit individually from this experience: (by giving them an opportunity)
 - 1. To assume responsibility which would promote leadership qualities.
 - 2. To assist others, thus resulting in their own personal growth and development.
 - 3. To reverse the normal teacher - pupil role; consequently, resulting in a re-assessment of their own position as pupils. (It was hoped that in turn their own achievements academically might be improved).
 - 4. To obtain a first hand work experience which would assist them in making an occupational assessment and to help them develop an awareness of employer expectations.
- B. That the elementary teachers would benefit directly from this assistance through additional instructional, clerical, and supervisory assistance.
- C. That the elementary students would receive better and more varied instruction as a result of the efforts of the Grade 1X pupils.

These objectives came under review prior to their adoption for the program being described in this study. They were considered in light of how the program operated and in terms of the programs outcomes. It was decided by those responsible for the program that these were realistic objectives and should be adopted without revision for the program under discussion. The evaluation of the program was intended to go beyond the previous program's evaluation in that the attitudes toward the program of both the co-operating teachers and the student aides would be solicited. In addition a testing program was developed to measure the effect of the program on the students academic achievement as well as changes in their self-esteem.

Definition of Terms

For the purposes of this study the following terms as used are

defined here:

Service elective refers to the teacher aide program under discussion. It is used to designate that program as an optional course within the curriculum offering for the junior high school in which it operated.

A service elective student means any Grade IX student who selected the service elective option as one of his or her course selections for their regular junior high program. This term is used throughout the study synonymously with student aide and teacher's aide.

A junior high school encompasses grades seven, eight and nine.

An elementary school includes grades one through six.

A co-operating teacher is a teacher teaching in the classrooms of the elementary schools that hosted the service elective students, and in whose classrooms it was that the Grade IX students served as teacher aides.

A feeder school is an elementary school whose graduated students proceed to the junior high school level.

Program co-ordinator refers to the junior high school staff member who assumed responsibility for the service elective program.

Overview of Study

Chapter One sets out the purpose and intent of the study, outlining the focus as being on those students serving as teacher aides. Chapter Two reviews some of the available literature relevant to the utilization of assistants in the classroom with particular emphasis on using older students in this capacity. Chapter Three describes the program in terms of its planning, implementation and operation. Chapter

Four considers the evaluation of the program based on information gathered from the co-operating teachers, the teacher aides, and a testing program involving all the Grade IX students in the school which the teacher aides attended. Finally, Chapter Five draws together the conclusions and results of the program and suggests some possibilities for further study.

CHAPTER 11

REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to review the related literature as it pertains to the utilization of additional non professional help in the classrooms and in particular the use of older students serving in this capacity. Much of the literature in the area deals with the use of adults as classroom assistants. The research that has been carried out and reported on where students have been utilized as classroom aides shows agreement in three main areas: that the use of student aides is increasing, their utilization as aides has been rather recent and has developed spontaneously, and that all reports of their use indicates positive results.

Early reports in the literature concerning teacher aides dates back to the 1930's but with the greatest amount of research having been carried out in the last decade. In a survey of 217 school systems in the United States Tanner and Tanner (1969b) state that:

... forty percent of all teacher aide programs got their start in the 1965-66 school year and almost one half of the programs operating in large public schools are not more than three years old (p. 765).

In spite of this rather phenomenal rise in the use of classroom aides Tanner and Tanner in the same article state that:

... the literature indicates growing confusion as to their legal role in the school and classroom and what constitutes an act of teaching or instructing as contrasted with a non teaching act (p.765).

The presence of outsiders in the classroom who may or may not be paid for their efforts and carrying out some of the functions of a

teacher constitutes a fairly disturbing element and is not readily or easily accepted by many educators. In referring to the use of volunteers in the educational arena Staley (1970), draws a parallel between education and other professions. The report indicates that the concept of the paraprofessional is not new as the field of medicine has had its medical assistants, dental assistants and nurses aides for many years. Friedman (1969) in discussing the same issues state that:

... lawyers have secretaries, doctors have nurses and technicians, college professors have graders and assistants; but teachers have only themselves, which is not enough (p.2).

In the report by Friedman (1969) it is pointed out that the teacher aide movement rose from expediency and without much planning or systematic effort to obtain support from the professional staff, without a clear identification of its role and responsibilities, and without the involvement of the community on the paraprofessionals themselves.

In discussing the interest shown in recent years in student tutors, Thelen (1969) observes that there have been numerous experiments of "... students teaching each other. The purpose seems to be to help the tutor, the tutee, or both (p.229)." He observes that the combinations can be widely varied and the direction of help may be in any intended direction. Thelen suggests that tutoring programs have traditionally been structured by the teacher but he sees no reason why students could not shoulder much of this responsibility. While the notion of students helping students is not new Thelen points out that the recent thrust seems to be that:

... today's new element is in the anticipation of benefits to the tutor. It is hoped that he will develop his own academic skills or understanding further as he employs them to teach

another; that he will form a better character (e.g., attitudes), become better adjusted or more adequate as a person, discover new interests or commitments for his life (p.229).

Outside of educational circles it can readily be noted that much greater use has been made of volunteers helping others. This may be the result of several socio-economic factors but it is apparent that society generally is willing to accept these kinds of helping relationships on a regular ongoing basis and not just at times of crisis in an individuals life or for the good of a community in distress. It seems worth considering the possibility that the emergence of the helping relationship within the schools is in response to the state of affairs in the larger society. There is also the possibility that what ails society also ails the schools and that what action is taken to solve the school's problems can also help solve the problems of the broader community. In discussing these concepts in reference to the helping relationship, Thelen (1969) suggest several aspects as they apply directly to the goals of a teacher aide program. He believes that by:

... the establishment of teaching and learning of a common goal, shared by parents, teachers, and pupils ... they will begin putting themselves in the place of each other, thus making possible a higher degree of sympathy and trust; and in this turn would reinforce the sense of common purpose (p.240).

Thelen further suggests that development of teacher aide programs could help reduce cross-cultural, ~~cross~~-generational, and authority barriers to communication. He goes on to state that by changing the social psychological "climate" of the school from one of competitiveness to one of concern for each other there should be a reduction of anxiety which tends to distort childrens views of each other and of themselves. He feels that there would be an enhancement of the ego strength and self-esteem

of the teacher aide, helping them find a more meaningful use of subject matter thus assimilating it better and even coming to want more of it. By encouraging students to become teacher aides it allows children an opportunity to take an adult role and to imagine what it would be like to be part of the productive society. Thelen feels that such a program would also provide for the "training of indigenous potential leaders of their community."

Further advantages of the helping relationship that should auger well for the society as a whole are cited by Thelen (1969) as:

... increasing by a very large factor the amount of teaching going on in a school, ... individualizing instruction ... giving the younger child a big brother or sister who can guide him during the year and learning how to learn (p.242).

Provus and Malcolm (1965) caution that volunteers, aides and tutors can be valuable members of a team trying to win a game but they are not a strategy for victory. In their investigation into the use of classroom aides these researchers were stressing the point that volunteers cannot substitute for a poor teacher nor can a volunteer be more effective than the imagination of an effective teacher.

In investigating the wide range of titles given to school aides Staley (1970), comments on the lack of agreement among educators as to an appropriate name for aides in classrooms. He cites some of the varied titles gleaned from the current journal articles such as administrative aides, clerical aides, instructional aides, non certified aides, non professional personnel, sub professionals, teacher aides, and teacher assistants. For his own purposes Staley defines a volunteer aide as "a volunteer assistant who helps the school by providing free services of a non professional nature (p.2)." He further differentiates the volunteer

from the paid aides by the following characteristics; "a specific assignment, a specific length of time, short hours of work, and direct supervision by certified personnel (p.2)." In discussing non professional help in Alberta classrooms Dr. S. C. T. Clarke in a Position Paper presented to the Commission On Educational Planning (1970) states that in Alberta three terms have commonly been used to identify classroom assistants; clerical aides (clerks, stenographers, and the like), school aides (individuals who serve a whole staff under the direction of and responsible to the principal or his designee), and teacher aides (individuals who serve and are responsible to one teacher or a group of teachers).

In his study of the effective uses of aides as one integral part of the educational program within a school Staley (1970) observes that the utilization of aides is justified on the assumption that teachers who are relieved of clerical or supervisory duties will be able to focus increased attention on teaching and learning. While adult aides may volunteer to work in the classrooms for different reasons than did the older students who were involved in the program under discussion in this study the guidelines for proper use of adult aides apply equally to student aides as Staley (1970) points out:

Presumably, aides initially volunteer because they believe that their contribution is essential to a better instructional program. Aides whose services are misused, who are not given appropriate assignments, or who see teachers wasting their time (that is, the aides) will quickly find more needed places of service (p.7).

The importance that aides continue to attach to their assignments will relate directly to the status accorded their work by the classroom teacher. Where a breakdown in the volunteer program was reported, it inevitably centered around the teacher - aide relationship. Co-operating teachers need to be sensitive to this problem and thus avoid precipitating a rupture in the volunteer - school relationship (p.7).

In discussing the remarkable interest shown by educators in the use of auxiliary personnel in the classrooms in the last few years the National Education Association in a report in 1967 asked the following question - "What has caused the recent upsurge of interest in and emphasis on the use of auxiliary personnel (p.2)?" In answering the question the National Education Association states:

Several social, educational and economic factors have contributed to a sharp increase in the number of auxiliary personnel employed in schools and have evoked widespread interest in this development. Some of these factors are: - the expanding need and demand for school services - new dimensions in education, such as re-organization of the structural patterns in schools, an expanded curriculum, and the concept of differentiated roles for teachers. These include flexible scheduling, co-operative and team teaching, and different approaches to learning such as large group work, seminar work, and individualized instruction. These new dimensions make teaching a more complex and demanding job and result in the acute shortages of professionals to meet these needs. The employment of auxiliary personnel can help alleviate these shortages by allowing educators more time for professional duties and would permit greater efficiency in the use of time (p.2).

Lippitt (1969) cites several studies concerning assistants in the classroom; one such study reported on an attempt to solve four of education's more continuing problems - (a) of providing individualized instruction, (b) increasing motivation, (c) scheduling enrichment opportunities, and (d) helping build self-esteem by utilizing teacher assistants. He is careful to point out that "auxiliary personnel would not replace teachers but support them (p.23)." Lippitt suggests that all children need more individualized help than teachers can possibly give by themselves and that "older children, because they are children can often offer more resources than the teacher, being an adult (p.24)." He further states that because of the age relationship the older students can offer a more

realistic model of behavior. In addition there is the matter of the student helper being able to offer a closer tie with the community, they being from the community, whereas the teacher most often is a person from out of the community.

Lippitt and Lippitt (1968) suggest that:

Scientific studies have shown that when children in our society are left to their own devices, the older ones look down on the younger ones, tending to boss them as a way of expressing their own frustration with being bossed, while the younger ones learn to distrust those ahead of them in school but at the same time envy them and emulate their attitudes and behaviors (p.23).

Because of this phenomenon they conclude that a comprehensive in-service program be undertaken in order to adequately prepare both the younger and older students for a tutorial or teacher aide program. During the in-service sessions the potential assistants should learn the techniques of relating successfully to younger children and discuss with practising teachers some of the types of problems they will be encountering when they enter the classrooms.

In discussing the many and varied benefits which accrue to the students involved in a helping relationship Lippitt and Lippitt (1968) state that:

... as for the older students, working with their juniors provides a valuable learning experience in addition to a chance to be appreciated by teachers and younger students, academically, too, the older students benefit (p.25).

Those who might have had no interest in reviewing subject matter which they did not understand in the lower grades tend to make a tremendous effort to fill the gaps when they are responsible for helping someone else understand. Lippitt and Lippitt in referring to their experiments in tutor-tutee programs carried out at the University of Michigan stress the value

of preparatory courses or in-service programs for both the student helpers and the co-operating teachers in order to maximize on the opportunity for learning situations for the older students in helping the younger ones.

Aides should be made aware of the implications of their presence in the classroom and that their health, behavior, dress, and deportment are important influencing factors in the school and classroom. In discussing some of the restrictions and regulations concerning aides, Staley (1970) points out that school districts or individual schools who utilize non certified volunteer help in classrooms must concern themselves with the physical health of the aides to insure the absence of tuberculosis or other serious communicable diseases. Aides cannot and should not be responsible for supervision of children and they must always be under the direction of a certified teacher. Volunteers should be asked to observe time schedules as agreed upon and inform the school if they cannot be present or if they plan on being late for their commitment.

Staley further indicates that, as of the time of his investigation no precedent had yet been established for liability to a district in the event of injury either to a volunteer aide or to a child under the direction of an aide. Several rulings have been handed down concerning paid aides and in these instances the court has found in favor of the principal. The whole area of liability in terms of volunteer aides is open to much debate and a general lack of understanding and agreement is apparent among writers. Generally the issue is set aside with a reference being made to the need for court action and subsequent judgments. Since few cases appear to have ever been heard in court there is a lack of precedents upon which opinions can be established.

The Edmonton Public School Board, as one example, seems to have

taken steps to protect itself and any persons who participate in the educational program under its jurisdiction. The additional insuring agreements (Appendix B) of the insurance policy currently in force with the named insured being, "The Board of Trustees of the Edmonton Public School District No. 7", appears sufficiently broad in scope to cover all eventualities concerning teacher aides according to an administrator of that board with whom this writer spoke. The feeling was clearly expressed by the above mentioned central office staff member that no aide or employee of the school district was in danger of not being fully protected in the event of a court action and this is clearly interpreted to include volunteer student aides.

In studies investigating the educational prerequisites to effectively function as a classroom assistant Provus and Malcolm (1969) found that most school districts require some standard minimum of education. The high school diploma is most common among those using adult aides although some districts require only graduation from an elementary school or the equivalent. Lippitt and Lippitt (1968), found that while many school districts set standards many simply adopt a policy of letting duties determine qualifications.

In discussing the importance of the status and relevance of the work asked of classroom volunteers Staley (1970) strongly recommends orientation sessions conducted by a program co-ordinator for co-operating teachers and the volunteers. Where these sessions are used either at the beginning of a school year or are held at intervals throughout the school term most of the teacher - aide problems diminish as a result of these sessions. In his discussion of the preparation and the training of aides Clarke (1970) cites several factors which should form the basis

for their preparation - such things as knowledge in the use of audio-visual and physical education equipment and training in marking and some preparation in the understanding of learning problems. There is general agreement among writers that some type of pre-service and in-service training must be made available to aides and co-operating teachers for the programs to be effective. The teachers who are to be working with the aides should always be included in pre-service training programs and especially those teachers who have never taught before or who have never used aides previously in their professional careers.

Evaluation of the volunteer program should extend beyond a year-end assessment. In the case of student volunteers being used, a periodic report is necessary as in the case of any other of the students subject areas to satisfy parental concern and to keep them informed. In order to keep the program operating smoothly and avoid the build up of problem situations regular checks on each of the co-operating teacher - aide - class relationship needs to be made. In a discussion of evaluation procedures and practices Staley (1970) states that, "If personality conflicts arise or instructions are not properly followed reassignments can be made before permanent damage is done (p.8)." The success of an aide program hangs at best on the tenuous threads of human interaction and since the success of the program depends so heavily upon the harmonious relationships between participants, evaluation should be accorded significant status. Only in this way can the quality of the program be improved and the desired effects be realized.

Summary

In summary, the related literature supports the notion of using

older students assuming a responsible role in the instruction program in the classrooms. Their utilization may not cover as wide a scope in terms of tasks performed as in the case of adults being used as aides, but their familiarity with school routines, subject matter, the reduced age barrier and a similar socio-economic level to the younger students make them invaluable helpers in the classroom. The literature, while somewhat limited, points out the advantages to the student assistant with respect to their own personal development. Increased self-regard and self-awareness and a strengthening of their educational purposes and goals are cited as being principle advantages of using students as teacher aides.

CHAPTER 111

THE PROGRAM

This chapter will describe the teacher aide program in terms of its planning and operation. The program represented a course offering on an equal and alternative basis to any of the elective courses available to any Grade 1X student in the junior high school from which the program operated.

Description of the Program

In Chapter One a brief outline of the teacher aide program was presented. It was mentioned that while it was understood and expected that the co-operating teachers and their classes would be the recipients of the student aides efforts, the focus of the program would be on the personal development of the teacher aides.

As a result of the pilot program conducted the previous year and as a consequence of the evaluation of that program a more realistic framework was established upon which the program being reported on in this study could be planned.

One of the objectives of the teacher aide program was for the students to obtain a first hand work experience which would help them in developing an awareness of employer expectations. This experience, it was hoped, would assist the students in becoming more aware of their own capabilities and of the demands placed upon people

by their employers .

A job description was drawn up for the program to serve as a guideline for the co-operating teachers and the student aides . The description was not intended to delimit the program in any sense but merely to set guidelines by which to work . It was also intended to add an element of uniformity to the program . Typical of the tasks suggested in the job description were marking, reviewing and correcting assignments with students, working with small groups in practice exercises in arithmetic, spelling, reading, phonics and word recognition to mention but a few . Constructing a wide range of work sheets and visual aids, duplicating these materials, assisting with field trips, accompanying students to the library, performing clerical duties and running errands for the co-operating teacher were other tasks suggested in the job description . While assuming a regular teaching role was not encouraged, small review lessons or lessons based on the student aides' own experiences were considered in line with the objectives of the program .

Throughout the program high priority was placed on student initiative and responsibility . To this end each service elective student was held accountable to his or her co-operating teacher for their attendance, dress, deportment and more importantly the degree to which they carried out their function as a teacher aide .

Communicating directly with the school, either to the principal or to their co-operating teacher concerning absences due to illness, inclement weather or other such reasons was considered part of their assignment and, therefore, their own responsibility . In

instances where there was an expressed desire to transfer to another co-operating teacher or to leave the service elective program entirely, the service elective student was required to discuss the situation with the co-operating teacher prior to making a final decision. In some cases the guidance counselor sat in on these conferences as a facilitator as he also acted as the program co-ordinator.

During the program a good deal of attention was paid to discussing any individual problems between co-operating teachers and service elective students. Active communication was maintained between the schools involved in the project by having the program co-ordinator make regular calls and inquiries among the co-operating teachers and the service elective students. The number of teacher - teacher aide problems of an interpersonal nature that did arise were minimal throughout the course of the program.

Four schools were involved in the program, a junior high school which was the home school of the Grade IX students who served as teacher aides and its three feeder elementary schools. The three feeder elementary schools had a combined pupil enrollment of 625 students in 26 classrooms. There were 26 full time teachers and three administrators. Of the 26 teachers, all but one agreed to accept the responsibility of being a co-operating teacher for one or more service elective students. All three administrators utilized service elective students to some degree. Two of them shared a student aide with another teacher and the third administrator used two students, both boys, to perform routine tasks associated with the schools main office and in helping the school secretary. One of the school secretaries

accepted a service elective student on a regular basis for the duration of the program. The junior high school boys physical education teacher shared one service elective student with another teacher as did the junior high school art teacher. They utilized these student aides during Grade VI classes for which they were responsible. Of the 28 teachers and administrators involved in the program 26 were females.

The Grade IX student population in the junior high school numbered 86 students consisting of 49 girls and 37 boys. Of these 86 students, 58 chose the service elective program as one of their optional courses. The service elective group consisted of 31 girls and 27 boys; these students were primarily 14 and 15 years of age.

The total program available to the Grade IX students consisted of the core subjects plus a range of electives. The core subjects being mathematics, science, social studies, language arts and physical education. The electives available to them were French, art, drama, music, industrial arts, home economics and elective courses in mathematics, science, social studies, language arts, physical education and the service elective. Each Grade IX student was expected to select any four elective courses in addition to the common or core academic subjects to complete their program for the school term.

The elementary schools all offered regular programs in Grades 1 through VI. In addition to these regular programs one of the schools offered special classes for children with visual disabilities, another for children of limited intellectual abilities, and two schools had one class each for children having learning disabilities. Student aides were placed in all of these classes. One of the

more interesting placements was the case of a blind Grade IX student choosing the teacher aide program and returning to the class for the visually handicapped which she had attended to serve as a student aide; a job for which she received high praise from her co-operating teacher.

The Training Program

A training program was developed that would prepare the aides to work in the classrooms performing the tasks outlined in the job description. The sessions took the form of a workshop or an in-service program using materials and equipment available at the time.

The program had several aspects relating to the betterment of the program and to increasing the effectiveness of the service elective students in their role as a teacher aide. It dealt with the familiarization of the various types of audio-visual equipment in use in the schools involved in the program, the mechanics of making work sheets of various types and the duplicating equipment used by the schools, the importance of the interpersonal relationships between the co-operating teacher and the service elective student, between the class members and the service elective student and how to best approach behavioral problems and discipline cases that were bound to arise as the year progressed.

As the quality of work and the level of sophistication increases with each grade level some time was spent discussing these issues during the training sessions in an attempt to help the service elective students better appreciate how students in the lower grades work and think. There were discussions concerning the general

expectations from the junior high school that had to do with attendance in their assigned classes where they would be working as aides, their punctuality, dress and deportment in and out of class.

These and other concerns became the basis for the training program. In all, approximately six hours were devoted to these in-service sessions. The pressure from the co-operating teachers to have the service elective students on hand in their classrooms was the main reason why more time was not devoted to preparation. From the co-operating teachers standpoint their busiest times were those first few weeks at the beginning of the year and the time when they could best use additional help. Getting the service elective students into the classrooms quickly so that they became a part of the class structure was looked upon as an important factor. The students were also eager to begin their assignments and were looking forward to accepting the responsibility of being an aide.

The training sessions were held during those periods regularly scheduled for the service elective program - this was the two one and one-half hour periods twice a week in the morning.

The program co-ordinator conducted these sessions and several teachers from various grade levels acted as resource personnel and assisted him in the running of the training sessions. The training program was structured as follows:

Session 1 - General orientation and job description
- Familiarization with and use of audio-visual equipment.

Session 2 - Construction of working materials and using duplicating equipment.

Session 3 - Discussions by teachers at the various grade levels in the elementary schools and special classes.

Session 4 - Accountability of student aides to the children of their assigned classes, their co-operating teachers, the school and the program
- Assignments.

For a more detailed account of each session the plans used are found in Appendix C.

This outline was followed very closely and despite the shortage of equipment in terms of the size of the two groups the program proved quite successful. As mentioned previously more time for training was readily justifiable but comments made by co-operating teachers shortly after the service elective students entered their classes bore out the value of the sessions despite their brevity. The co-operating teachers indicated that they felt the service elective students approached their assignments with enthusiasm and appeared knowledgeable about audio-visual equipment and classroom procedure and seemed generally to have a positive attitude toward the task of being a teacher aide in their classrooms.

Assignment of Aides

Arrangements were made for the program co-ordinator to attend the first staff meeting following school opening in September, 1971, in each of the three elementary schools participating in the program. At this meeting the objectives and mechanics of the service elective program were outlined and discussed with the teachers and administrators. A list of those teachers who were prepared to participate as co-operating teachers, their grade level or teaching assignments, and the

number of student aides they requested was compiled at this meeting. Some teachers asked for only girls or only boys, some wanted both while others wanted one service elective each period whereas some wanted two.

This initial list was considered tentative and was followed by a letter of confirmation from the principal of each school confirming the actual number of teachers and grade levels involved.

Before assignments could be made to fill the requests from the co-operating teachers it was necessary to determine the wishes of the service elective students in terms of grade level, school location and in some cases, a particular co-operating teacher. To do this a brief form (Appendix D) was filled out by each service elective student. From this form it was relatively easy to match the teacher requests with the students requests. In a very few instances the students first choice could not be honored as some grade levels were over subscribed, particularly the middle elementary grades. This left some students temporarily unassigned and initially there were a few more students than there were positions to be filled. In discussing this problem with the co-operating teachers some readily agreed to accept additional service elective students and some of the service elective students similarly agreed to accept assignments other than their original first or second choice.

Due to the large number of students choosing the service elective program it was necessary to schedule two groups, these were designated as Service Elective I and Service Elective II. The time allotted for the program was double class periods of one and one-half

hours each twice a week during the morning for a total of one-half a day per week. The time actually spent by the students functioning as a teacher aide varied somewhat as this time often included traveling time to and from the host schools.

Provisions were made for a change in classroom assignment for any of the aides who felt they would like to experience another classroom setting or job situation. The time set for this change was at mid-year. There were two reasons for offering this opportunity to change assignments, first, to allow for another classroom setting with a somewhat different job experience, and second, to reduce the anxiety for those students who found themselves with a class of elementary grade students or a co-operating teacher with whom they were experiencing personality conflicts. During a period of inclement weather in January a regular service elective class period was used for a meeting with each of the two groups of service elective students to discuss the possibility of changing their assignments and for them to make suggestions concerning the program. General satisfaction was expressed at these meetings with only two students requesting a change in their assignment - these changes were subsequently made.

Evaluation of the Program

The teacher aide program was evaluated using two methods; one consisted of questionnaires being answered by the service elective students and the co-operating teachers, the other method was a statistical analysis of data obtained from the school records and from a pre and post testing program in which the Grade IX students were

administered a series of achievement tests and a self-esteem inventory.

The questionnaires to the service elective students (Appendix E) and the co-operating teachers (Appendix F) sought to have these two groups evaluate the program on various dimensions; some aspects of the questionnaire required objective judgments while others required more subjective responses. These questionnaires were filled out during mid-June, 1972, following the completion of the program.

The purpose of the testing program was two fold, first, to determine if there were any significant differences between the achievement levels and the perception of the self-esteem of the students who chose the service elective program and those who did not, and secondly, to try and determine whether or not these differences, if any, may have become magnified during the school year.

To determine the extend to which the two groups may have differed prior to their beginning the service elective program, their I.Q.'s and their Grade VIII final grade point averages were compared. In addition to this the Grade IX student body was administered a battery of standardized achievement tests and a self-esteem inventory during the second week of June, 1972. The data from these various tests was subjected to a statistical analysis and is discussed in the evaluation, Chapter Four.

The Grade VIII final grade point averages and the I.Q. scores were taken directly from the cumulative records in the school files. The I.Q. scores were obtained by the administration of the Canadian

Lorge Thorndike Intelligence Test (a group intelligence test consisting of a series of tests of abstract intelligence with a verbal and a non verbal battery).

The standardized achievement battery used in the testing program was the Stanford Achievement Test (Partial Battery, Form W). The Partial Battery consists of several subtests, which measure a student's achievement level in the areas of paragraph meaning, spelling, language, arithmetic computation, concepts and applications. The Coopersmiths Self-Esteem Inventory, Form A, (1959), (Appendix G), is a check list of 50 items relating to the subject's perception of the self-esteem in four areas - self, peers, parents and school; it was used as a measure of self-esteem. A statistical analysis of the data that was obtained was conducted and is discussed in Chapter Four.

For report card purposes it was necessary to have the co-operating teachers rate their student aides from time to time throughout the year and this rating became part of the report card evaluation to parents. The grading system used was the same as for all the other elective courses, that being a three category scale E, S, or N for excellent, satisfactory or not satisfactory. The co-operating teachers were asked to exercise their own judgment and were given no other parameters or guidelines for rating other than to evaluate the service elective student's performance in terms of their own expectations while keeping in focus the objectives of the program. Report cards were issued three times during the school term in which the teacher aide program operated.

CHAPTER IV

FINDINGS AND EVALUATION

The purpose of this chapter is to evaluate the service elective program and will deal with an examination and overview of information collected from questionnaires answered by the service elective students and the co-operating teachers. In addition a statistical analysis will be carried out on data collected from the school records and through a testing program administered to the Grade IX students in the junior high school from which the program operated.

The questionnaires were intended to provide an evaluation of the program by those most closely involved in it. The information thus obtained does not lend itself to a statistical analysis but it does provide for an insight into the outcomes of the teacher aide program when compared with its stated objectives. The testing program attempted to measure the academic growth, if any, and the shifts in the perceptions of the self-esteem of the Grade IX students who served as teacher aides.

The Student Questionnaire

In order to elicit their opinions about the program the service elective students were asked to complete a questionnaire (Appendix E) following the conclusion of the program. To minimize the bias of their answers the students were not required to sign the

questionnaires. Fifty-seven questionnaires were collected, there being one student absent at the time.

The questionnaire was divided into three sections, the first dealing with a general evaluation of various aspects of the program, the second with the programs' impact on the students and finally a section which asked for any suggestions that they might have for improvements for future teacher aide programs.

Table 1, page 31 shows the tabulated results of Part One of the questionnaire where the students were asked to rate from Excellent to Poor on a six point scale, five aspects of the program. In the statement, "Was the information given you at the beginning of the year adequate for you to have made a proper decision to participate in the Service Elective Program?", of the 57 students answering eight felt the information was excellent, 13 very good, 21 good, seven average and one poor. In the statement, "The degree to which you were adequately prepared to act as a teacher aide in the in-service program." the frequency of responses in each category was very similar to the previous statement.

While it might be expected that students in general would respond harshly when evaluating teachers, the service elective students tended to rate their co-operating teachers quite favorably. In statements two and three the students were asked to rate the co-operating teachers' use of their "talents and help" and the degree to which they were "prepared" for the teacher aides each service elective period. Regarding adequate utilization of their respective talents 48 students rated the teachers average or above. In responding to the

<u>STATEMENT</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>TOTAL</u>
	<u>EXCELLENT</u>	<u>VERY GOOD</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>FAIR</u>	<u>POOR</u>	
1. Was the information given you at the beginning of the year adequate for you to have made a proper decision to participate in the Service Elective program?	8	13	21	7	7	1	57
2. The extent to which your co-operating teacher utilized your talents and help in interesting tasks .	10	11	10	17	3	6	57
3. The degree to which your co-operating teacher was prepared for your assistance each Service Elective day .	16	15	13	8	2	3	57
4. How did the students in your class react to you in terms of:							
a - asking for your help?	21	18	8	2	2	0	51
b - being eager to show you their work?	17	11	12	3	4	4	51
c - obeying you or following your directions?	2	11	4	9	12	13	51
5. The degree to which you were adequately prepared to act as a teacher-aide in the in-service program?	10	23	12	9	2	1	57

TABLE 1

Summary of responses to Part One of the evaluation of the service elective program by the service elective students.

statement concerning the preparedness of the co-operating teachers in effectively utilizing their assistance the students rated 52 teachers as being average or above. The frequency of apparently favorable responses to these two statements were consistent with comments and feedback from the service elective students given throughout the year to the program co-ordinator and other staff members not directly concerned with the program.

The degree to which the co-operating teachers involved their service elective students in their class activities met with apparent approval as was evidenced by the frequency of responses to the various categories in statement 4 a and b - "How did the students in your class react to you in terms of: a) asking for your help and b) being eager to show you their work?" In frequent discussions with many of the service elective students, however, the program co-ordinator found that handling of the younger students became a problem for many of the service elective students. This would seem to be borne out by the low ratings given to the statement, "How did the students in your class react to you in terms of obeying you or following your directions?" Many of the service elective students explained that they experienced much difficulty in discipline matters. One such student stated later in the questionnaire that the program could be improved most if they had been "given permission to discipline certain individuals to your standards and for these individuals to treat us more like adults and not punching bags."

The remainder of the questionnaire required more subjective observations by the respondents. The comments to the statement "In

what way do you feel the service elective program has helped you the most during the past year?" were rated from those having a positive outlook to those having a negative outlook - a large proportion of the responses fell into the former category. Forty-four were found to be positive in outlook with three decidedly negative and with 10 more or less neutral. Typical comments from the group were:

"I got to know kids better."

"It gave me some insights to what a teacher goes through in one day."

"Seeing how a classroom works and how the children react towards you and the teacher."

"The service elective program helped me make a decision on being a teacher, other than that it didn't help."

"I feel it made me realize that the jobs behind the desk aren't as comfortable as I figured" - (this statement was from a boy who served both as a teacher aide and in the general office).

"It was good and it helped me to better understand people. It helped me understand little children better. It also gave me a feeling of accomplishment. It showed me many responsibilities which I had to live up to."

"More understanding."

"It helped me to understand how co-operating some kids were and how annoying the others were."

"Not much, I learned a bit to stand up and control the students."

"It showed how badly a person can get sucked in to helping little brats and how a teacher takes advantage of their student helper !!!"

"It let me work with kids and identify with their problems."

"It gave me a chance to use my knowledge in helping to teach students younger than me."

"Mostly by giving me more patience and helping me to express myself better and relate to smaller kids. It made me feel good when I helped them and they learned something."

"I got a good class, a very good teacher and did something I enjoyed doing."

"It hasn't helped me."

"I don't feel the program has changed my attitude in the least."

When asked whether they felt they had become "more tolerant", "less tolerant", or "remained unchanged" in their ability to appreciate the positions of other people (Statement 7), 43 of the service elective students felt they had grown more tolerant in this area. Of the remaining 14 students 12 indicated they remained unchanged with two not answering the question.

In order to determine something of how they viewed the program in retrospect, they were asked "If the opportunity were extended to you in high school to enter into a similar service elective program for credits would you register in such a program?" Twenty-three or 77% of the girls and 19 or 70% of the boys indicated they would take advantage of a similar program in high school. Because of the anonymity of this questionnaire it was not possible to determine if there was any correlation between the ratings given the service elective students by their co-operating teachers and those saying they would choose a teacher aide program again in high school.

A fairly strong sense of wanting the students in their assigned classes to have improved in terms of deportment and behavior became evident, even from the student aides who themselves sometimes left something to be desired in terms of the management of their own

behaviors in class. Many comments elicited through the statement in Part Two of the questionnaire "In what ways could the service elective program be improved most?", alluded directly or indirectly to this issue ... "by forcing the kids to obey the student and quit fooling around so much." Or "... I think they should give the students more power because they (the younger students) don't pay attention to anything you say." Most students had some suggestions, some critical, some constructive, and some bizarre to this statement asking for their thoughts for improvements. The type of responses were grouped in four categories - 1) no comments, 2) no improvements necessary, 3) having to do with discipline and 4) suggestions.

There were 18 "no comments", six "no improvements necessary", nine "having to do with discipline" in the classroom and 24 stating some "suggestions" to improve the program. For the most part the suggestions centered around allowing for more variety in the tasks assigned to the teacher aide function. Typical of many comments were the following:

"More activities (work, etc.). It could be more than two periods."

"I think we should be given more freedom to teach the class."

"Be more involved in teaching. Help teach the students. Not just one or two but the class or eight or nine."

"Not having the same subjects everytime you came."

"More time per week with the student."

"You shouldn't have to run off stencils all the time."

"Well most of the teachers think that you are a kid along with the other kids and don't give you much to do."

"By making sure more of the students attend service."

In the statement asking "Would more and regular discussions between you and your co-operating teacher have been helpful to you in assessing your situation as the year progressed?", most felt the teacher student aide relationship was satisfactory, some felt more contact would have been beneficial but the general feeling was that had there been problems they would have approached their co-operating teacher themselves in order to resolve the situation.

Co-operating Teacher Questionnaire

Of the 28 teachers involved in the program only 25 completed the evaluation questionnaire, of the three missing one had withdrawn from the program part way through the year and two others had shared service elective student time and were not asked to complete a separate questionnaire for these students.

The co-operating teachers questionnaire (Appendix F) was divided in three parts, the first being an overall evaluation of the service elective students based on 13 dimensions requiring a rating on a six point scale from Excellent to Poor. The second and third parts required the co-operating teachers to give a more subjective evaluation of the student and of the program.

Table 11, page 37 summarizes the overall evaluation in Part One of the service elective students by their co-operating teachers. It should be noted that not all categories in Part One of the questionnaire include a total of 58 responses. This is because the dimensions upon which the students were being evaluated did not apply to all the students. For example, in the statement "Degree to which

TABLE 11

Summary of responses to Part One of the evaluation of service elective students by the co-operating teachers.

<u>Dimension</u>	<u>6</u> <u>Excellent</u>	<u>5</u> <u>Very Good</u>	<u>4</u> <u>Good</u>	<u>3</u> <u>Average</u>	<u>2</u> <u>Fair</u>	<u>1</u> <u>Poor</u>	<u>Total</u>
1. Dependability, punctuality..	22	18	4	7	5	2	58
2. Interest in the program.	14	19	9	13	3	0	58
3. Ability to relate to your students.	9	20	14	11	4	0	58
4. Initiative and resourcefulness.	13	17	15	8	4	1	58
5. Ability to work under your supervision.	13	22	14	7	2	0	58
6. Ability to relate to you as a staff member.	9	24	13	10	2	0	58
7. Capacity for further development in this area of service work.	15	19	10	8	5	1	58
8. Degree to which your students related to him or her.	13	18	11	5	4	0	51
9. Degree to which grooming and personal appearance was acceptable.	10	25	14	8	1	0	58
10. Ability to work with audio-visual equipment in your school.	7	23	9	12	3	2	56
11. Degree to which he/she was understanding towards the individual differences among your students.	8	18	9	9	8	1	53
12. Adaptability to unique situations which arose in class.	14	14	10	14	6	0	58
13. Overall rating of the student.	<u>12</u>	<u>22</u>	<u>8</u>	<u>14</u>	<u>2</u>	<u>0</u>	<u>58</u>
	TOTAL	159	259	140	126	49	7
Percentage in each category	21%	35%	19%	17%	7%	1%	1%

your students related to him or her" - some students who assisted part time in the office as clerical help may have had minimal contact with younger students in the classroom and so were not being evaluated on this dimension by the co-operating teacher.

As can be seen from Table 11 the teachers rated the students quite favorably with 65% of the responses falling in the top three categories and only eight percent falling in the Poor category. The only guidelines given the teachers when they were asked to evaluate the students were to use their own judgments as to how the students measured up to their (the teachers) own expectations in terms of performances. These ratings were interpreted to mean that the co-operating teachers looked favorably upon the service elective students in the majority of cases. This impression had already been gained by the program co-ordinator in frequent discussions with the co-operating teachers and their administrators. Some notable exceptions were to be expected as instances of personality conflicts between teacher and teacher aide resulted in differences of opinions, but these cases were very few in number.

In the more subjective evaluations required in the statements in Part Two of the questionnaire asking for the teachers comments about the students strengths, weaknesses, and areas in which the greatest amount of help was received, an interview with each service elective student was required in order to maximize on the teachers comments. Unfortunately time demands on both teachers and the student aides resulted in not all of these interviews being carried out. In the majority of cases the teachers evaluation was discuss-

ed with the service elective student by the program co-ordinator. These interviews and discussions were generally well received by the service elective students and hopefully some measure of value accrued to each student as a consequence of those discussions.

Part Three of the evaluation sought opinions from the co-operating teachers about the mechanics of the program and for building in improvements for future teacher aide programs.

In responding to statement 16 asking for "... way/s in which the program might be improved," four of the co-operating teachers felt that more orientation and in-service training could be used prior to the students becoming involved in the program. One suggested that there should "be more orientation - as to where supplies, etc., are kept and in use of machines," another stated that "... the students could learn to handle equipment." Another suggested that there be "More orientation on classroom situations." It is interesting to note that the four teachers mentioned above were involved with a total of seven service elective students and of this seven, six received ratings of Average to Poor - only two other students in the whole group of 58 fell into the same grouping. It seems entirely possible that due to personality conflicts or lack of interest, motivation or whatever on the part of the service elective students these particular teacher - student relationships resulted in conditions that made it appear to the teacher that the students lacked the proper preparation. The remainder of the teachers offered suggestions relating to scheduling the service elective time during alternate blocks of time to "allow more variety in class situations," for the service elective

students or to "using a more selective screening procedure to screen out all but the most interested and sincere students." One teacher suggested that, "the teacher is the biggest factor in the success of the program. Maybe the teachers should be directed as to how to put these kids to better use."

The responses to the statement - "In what area of planning was the program most deficient?" - were separated into four groups: 1) having to do with in-service, 2) mechanics of the program, 3) teachers and 4) no response. Five co-operating teachers felt the in-service program could and should have better prepared the service elective students for their role in the classrooms, nine were critical or had suggestions to make concerning the mechanics of the program - such as a lack of time to meet with their service elective students to discuss planning, procedures, performance and other related areas. One teacher commented that he thought the program planning should include methods of "Getting competent people into the program in terms of ability, attitude, personality values, etc." Others suggested tighter guidelines, perhaps a handbook, for both teachers and students.

Only one teacher's comments fell into category three having to do with planning and preparation of teachers for the program and ten offered no comments in this regard.

Very few of the teachers involved in the program felt that "greater contact with the junior high school would have improved the program." (Statement 18). Of those that did, one suggested that "... teachers of student aides should feel free to discuss their aides with teachers from the junior high." In this area more felt that two

or three meetings throughout the year with all the student aides of each of the elementary schools and their co-operating teachers would be helpful.

Perhaps the most telling piece of evidence of how the co-operating teachers viewed the program generally was in the manner in which they responded to the statement asking "Would you be prepared to participate in another program of this nature next year?" Seven teachers said they would not involve themselves again. When asked to qualify their reasons one felt her job as an itinerant teacher left her little time for planning and supervising a student aide; one said she simply wanted a year without the aide, having had one for two years; the others had a variety of reasons with one teacher giving no reason for her refusal. This left 19 teachers willing to act as co-operating teachers again the following year.

It should be remembered that the program being reported on in this paper was the second year of the student aide program. Of the 26 teachers originally involved in the second year 19 were also involved in the first year. Of those teachers who had accepted student aides for the second year only two were included in the group who said they did not wish to take an aide the following year. In other words, of the 19 co-operating teachers involved in the first year of the program and who continued in it the second year, 17 were prepared to involve themselves for a third year.

The principals of the three elementary schools hosting the student aides had mixed reactions to the program. None of them had previously been involved in a program such as the one under discussion

although one principal had used high school students as aides in previous years in an elementary school other than the one she was presently in. The principals were as interested in the planning, the operation and the record keeping involved in the student aide program as they were with the actual classroom performance. Recording attendance, while it never developed into a major concern, was very definitely a continuing problem to them. Various techniques were tried out but none really was found to satisfactorily handle the situation. Any system of recording is dependent upon those who must do the recording and in this case the teachers who as a group were continuously harried by the demands within their classroom often overlooked recording the presence or absence of their student aide. It was therefore almost impossible to keep a completely accurate account of attendance for those days on which the service elective program fell.

It was felt by some co-operating teachers and administrators that a more comprehensive and intensive in-service program to better prepare the service elective students for their role would improve the quality of the program. One principal suggested a mid-term refresher in-service program for the student aides. As mentioned in Chapter Three the in-service training for this program was limited to a six hour program because of pressures from the co-operating teachers to have the service elective students available for those first busy days of school opening. A second factor limiting the length of the in-service program was the enthusiasm of the service elective students who, as a group, wanted to get involved in this new, and for them,

exciting elective program. The suggestion of a mid-term refresher in-service program deserves some attention as it was suggested that it could be scheduled during inclement weather and could be based on real classroom situations that had been experienced by the student aides. One double period block of time was taken with the service elective students during mid-January to discuss some of their problems and concerns that had arisen and whether any wanted to switch their assignments or transfer out of the program. This however, was not in any sense an in-service session. It did provide an excellent opportunity to talk out with the program co-ordinator some problems common to all of the service elective students.

In a report (Appendix H) from one of the reading specialists to the Director of Administrative Staffing, Edmonton Public School Board, some advantages of the service elective type programs are set out. This report was not based entirely on the student aide program under discussion in this study but it did draw heavily upon it for examples of student and pupil involvements and the variety of uses that teachers have made of their aides. This report provides an external and evaluative report and seems to summarize and support the original objectives of this particular service elective program.

Statistical Treatment of Data

The purpose in collecting certain data from the school records and in conducting the testing program was to try and determine if the students who chose the service elective program differed significantly from those students who did not choose the program. A second purpose was to determine to what extent these differences, if any,

magnified during the period in which the program operated.

The data collected from the school records consisted of the I.Q. scores of the Grade IX students, their Grade VIII grade point averages, their Grade IX grade point averages were obtained upon completion of the school term. The testing program consisted of seven subtests from the Stanford Achievement Test, Partial Battery, Form W, and the Coopersmiths Self-Esteem Inventory being administered on a pre and post test basis to all of the Grade IX students in the junior high school from which the teacher aide program operated. A brief description of each of the above variables being considered appears in Appendix I.

As can be observed from Table III, page 45, based on the variables under discussion, no significant differences are shown to have existed between the two groups of students prior to their becoming involved in the program. It can also be seen that none had developed at the programs conclusion.

To determine whether any significant growth had taken place within either of the two groups of Grade IX students over the school term a correlated T-Test was applied to the means of the various achievement tests and the self-esteem inventory. Table IV page 46 shows the results of this statistical analysis. As can be seen from this table the non service elective group showed growth at a significant level on six subtests whereas the service elective group demonstrated growth on two. This difference however, was not shown to be a significant measure of growth between the two groups as has already been seen from Table III.

PRE-TESTING - SEPTEMBER

POST TESTING - JUNE

Variable	Means		t
	Serv. Elect.	Non Serv. Elect.	
I.Q.	108.29	109.68	0.608
Gr. 8 Avg.	57.66	60.54	0.230
Test 1	36.61	36.04	0.794
Test 2	36.46	34.86	0.540
Test 3A	18.88	17.86	0.279
Test 3D	15.95	15.82	0.894
Test 3E	12.32	12.36	0.965
Test 4	16.59	16.29	0.844
Test 6	16.27	16.36	0.928
S.E.I.	63.46	64.64	0.743
Gr. 9 Avg.			
	37.66	37.61	0.982
	37.86	38.25	0.878
	19.00	19.04	0.972
	16.79	17.14	0.722
	12.98	14.39	0.099
	18.80	19.75	0.554
	16.75	18.39	0.124
	65.57	64.93	0.859
	59.57	62.21	0.368

For significance at the .05 level $t = 1.990$

Comparison on pre tests and post tests between the service elective students and the non service elective students using a standard T - Test.

TABLE III

<u>VARIABLE</u>	<u>SERVICE ELECTIVE MEANS</u>			<u>NON SERVICE ELECTIVE MEANS</u>		
	<u>September</u>	<u>June</u>	<u>t</u>	<u>September</u>	<u>June</u>	<u>t</u>
Test 1	36.61	37.66	1.049	36.04	37.61	1.240
Test 2	36.46	37.86	2.024	34.86	38.25	3.509
Test 3A	18.88	19.00	0.260	17.86	19.04	2.268
Test 3D	15.95	16.79	1.482	15.82	17.14	2.438
Test 3E	12.32	12.98	1.747	12.36	14.39	3.606
Test 4	16.59	18.80	5.028	16.29	19.75	7.081
Test 6	16.27	16.75	0.912	16.36	18.39	2.898
S.E.I.	63.46	65.57	1.324	64.64	64.93	0.122

For significance at the .05 level $t = 2.00$

For significance at the .05 level $t = 2.05$

Comparison of growth between September and June of the service elective students and the non service elective students using a correlated T - Test.

TABLE IV

Concern had been expressed by some teachers of the junior high school and the co-operating elementary teachers that only the better students might choose the service elective program and that those who perhaps could gain the most from the program would hold back and not get involved in it as is often the case with students of lower academic standings. Concern was also shown by some, including a few parents, that by having a Grade IX student spend the equivalent of one full course or 10% of the total instructional time away from the school that their overall standing could suffer. These concerns do not seem to be supported by an examination of Table III where, as mentioned previously, it is shown that the two groups of students began their school year in September and ended it in June with no significant differences between them on any of the variables under consideration. Based on the analysis of the data obtained from those variables it can be concluded that participation in the teacher aide program being described in this study has not increased the academic growth nor has it changed the perception of the self-esteem of those participating students.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to provide a descriptive account of a teacher aide program operating from a small junior high school in conjunction with its feeder elementary schools. A subsidiary purpose of the study was to conduct an evaluation of this teacher aide program. The evaluation was to cover the attitudes of the student aides and the co-operating teachers toward the program. In addition, a testing program was conducted to determine possible differences and changes in academic achievement and perceptions of the self-esteem of the Grade IX student aides that may have accrued as a consequence of participating in the teacher aide program.

The questionnaires answered by the service elective students indicated a general acceptance of the program in that it had been a worthwhile experience for them. They seemed however, to be somewhat ambivalent in their opinions as to why the program operated. The main purpose of the program as stated in the objectives and as outlined to them was on their personal development. For some of these students however, this may have become overshadowed by the mechanics of the program - that is, assisting the teachers in the classrooms. This limitation may not be unique to this program as the real purpose of many instructional programs may temporarily be lost to the students

in the burden of the work involved and the true value of a course often only becomes evident in retrospect.

In responding to their questionnaire the co-operating teachers also indicated general, overall acceptance of the program in terms of its objectives and outcomes. They, like their student aides were somewhat ambivalent in their opinions concerning the main purpose of the program. It became apparent that the development of the teacher aide students sometimes became of secondary importance to the co-operating teachers as their desire to perform their professional responsibilities and commitments to the pupils in their classes became their first priority. The pupils in their classes, one can appreciate, are the teacher's main concern and it can understandably be seen that additional assistance by senior students or others could easily become a means to an end for these teachers. This development however, merely places one of the programs other objectives in proper focus - that being the insight into future employer expectations that the service elective students are ultimately to come face to face with when they enter the world of work.

The testing program did not show initial differences or significant changes in the achievement levels or the perceptions of the self-esteem of the service elective students when they were compared with the non service elective students . While the non service elective students grew significantly on a greater number of the achievement battery subtests this growth was not great enough to show significance between the two groups at the programs conclusion. One may postulate many reasons why significant results were not demon-

strated between the two groups of students. Self-esteem tends to be a relatively stable dimension therefore, a noticeable change may not occur during one school term and it may be necessary to have students engage in a program of this nature for a more protracted length of time to facilitate a significant change. The self-esteem inventory used in this study may not have been a sensitive enough instrument to have shown attitude change in these circumstances despite its respectability and frequent use.

Another possible explanation of why significant change was not shown in this study is that the achievement measures used reflect skills that have been developed over several years and that this kind of measurement may not be the proper reflection of growth. Unobtrusive variables associated with a participatory program of this nature but which are more difficult to isolate and measure may well be the justifying strengths of similar programs and may be better indices of changes that occur as a result of similar treatment effects. Consideration of these unobtrusive variables seems to be consistent with Bloom (1956) who suggests that teachers should evaluate all of the educational objectives and encourages educators not to allow themselves to evaluate only those readily measurable domains, for example the cognitive domain in which he includes academic achievement.

Recommendations for Further Research

Studies to investigate the use of older students participating in the instructional program in the classroom have not at this point been extensively carried out. The degree to which such participation may enhance the personal development of the student aide has

also received limited research investigation. As a result it is proposed that more research in these areas is needed.

Some possible areas for further research and study are suggested:

- 1) Evaluating the shift in interests of students working as teacher aides that occur as a consequence of assuming a responsible role in the instructional program in the classroom. For example, interests that relate to occupational choice or to one's responsibilities as they relate to the school or to the community at large.
- 2) Development of other teacher aide programs using older students and using a selection process to choose suitable aides on criteria other than academic achievement, i.e., interest, motivation or the desire to assist others.
- 3) Development of other teacher aide programs where the evaluation is focused on the affective domains of educational goals as contrasted with the cognitive domain in terms of Bloom's (1956) taxonomy of education.

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A P P E N D I C E S

APPENDIX A
LETTER OUTLINING OBJECTIVES
AND OPERATION OF SERVICE ELECTIVE
PROGRAM

McDougall School,
10930 - 107 Street,
Edmonton, Alberta,
October 9, 1970.

Dr. Rolland W. Jones,
Superintendent of Schools,
Edmonton Public School Board,
10010 - 107 A Avenue,
Edmonton, Alberta.

Dear Dr. Jones:

Re: Service Elective (McDougall)

Information concerning this elective is being forwarded to you at this time at the request of Mr. Klufas, Director of Staff Development and the suggestion of Mr. Kostek, Director of Administrative Staffing. Some details have been included to give you a more complete assessment of the "Elective" program that is still in the experimental stage at McDougall. Any comments or suggestions you may have would be appreciated.

1 Background

Last May, Mr. Klufas, Director of Staff Development informed me that at least one school was using, on a regular basis, senior students to assist an elementary teacher and her pupils in the school. In the example given the senior students who provided help were pupils that had experienced classroom difficulties themselves. It was suggested that this experience helped not only the younger students but also the senior students. This favorable result had been observed in numerous other occasions within our own school when definite non academic assignments were given to pupils who had problems.

After considerable thought we at McDougall decided to enlarge on the concept previously mentioned by offering an elective to all Grade IX students. This elective is called "Service".

Educationally, we made several assumptions:

- A: That the Grade IX students would benefit individually from this experience: (by giving them an opportunity)
1. To assume responsibility which would promote leadership qualities.
 2. To assist others, thus resulting in their own personal growth and development.
 3. To reverse the normal teacher-pupil role; consequently, resulting in a re-assessment of their own position as pupils. (It was hoped that in turn their own achievements academically might be improved.)
 4. To obtain a first hand work experience which would assist them in making an occupational assessment and to help them develop an awareness of employer expectations.

- B. That the Elementary teachers would benefit directly from this assistance through additional instructional, clerical, and supervisory assistance.
- C. That the Elementary students would receive better and more varied instruction as a result of the efforts of the Grade IX pupils.

II Procedure

To insure Central Office support Mr. Eldon Bliss, then Assistant Superintendent of Curriculum, was contacted. Even though the details of the program had not been completed, tentative approval was given.

The parents were informed of our plans by means of a memo, a copy of which has been enclosed. (Appendix I) The very favorable response received from many students encouraged us to proceed with our plans. In order to accommodate the large group who requested this elective it was decided to approach Mr. Hansen, Principal of Queen Mary Park and Mr. Mix, Principal of Prince Rupert for additional co-operating teachers. Both principals discussed the proposal with their staffs. Their enthusiastic acceptance enabled us to fill all student requests.

In order to provide flexibility in our elective program subjects were grouped so that students could conveniently transfer from one elective to another. We thought that many students who began the "service" elective might choose to discontinue the program after a few weeks. The grouping of the electives is illustrated in Appendix II. The organization of the electives required that each student select an elective from each group; however, no repetition of electives from one group to another was permitted. The service elective could thus be chosen from Group I or Group II or omitted completely.

In the scheduling of the Grade IX electives Group I was assigned from 9:00 - 10:30 a.m. and Group II from 10:30 - 12:00 a.m. on Tuesdays and Thursdays. Students who chose this elective consequently have the equivalent of one-half day per week assisting teachers of elementary students. Pupils from Prince Rupert and Queen Mary Park areas, where possible, were given the opportunity to provide service in their alma maters. Consequently, the service students go directly in the morning to the elementary school from their homes then to McDougall; whereas the Service II students come to McDougall first then to the elementary school and finally to their home for noon lunch. Since all service students are assigned directly to a particular teacher, except for the normal travel from home to school or school to home, they are under the supervision and guidance of regular classroom teachers.

III Evaluation

It is impossible to completely evaluate the program at this

early stage, however, many students and teachers have expressed their appreciation. Forty-five of eighty-one Grade IX students elected the program. After five weeks only one has withdrawn. One has been added, so the number presently in the program remains at forty-five. In a recent survey many of the students were asked if they would like to transfer to another elective. No one desired a change. Many favorable comments such as "I just love it", "I like working with the kids", "I have no complaints" etc. have been received. A few of the students expressed a desire to spend more time working with students and less with clerical activities.

To provide some inservice advice, the staffs have taken time to discuss the most effective ways and means of using this help. The principals have met with the students to obtain the students thoughts and these in return have been relayed to the teachers in group conferences.

Many examples could be given to illustrate favorable responses to the service elective but let me close with this one example. A large sixteen year old boy who because of indifference and lack of interest withdrew from school during the months of May and June, was assigned to a Grade III teacher's classroom. Our first impressions were that this would never work; however, we were wrong! The teacher was so pleased with his attitude and co-operation that she requested his assistance on an out-of-school excursion with her pupils. He brought some gum from his father's store and treated all the class. Her response following the trip contained nothing but praise for his attitude and the assistance he had given her.

Yours sincerely,

C. E. Climenhaga
Principal

CC: Mr. J. H. Finlay
Dr. A. E. Hohol
Mr. G. P. Nicholson
Mr. W. R. Prunkl
Mr. M. Kostek
Mr. R. Klufas
Mr. E. H. Bliss
Mr. Q. L. Mix
Mr. S. Hansen

APPENDIX B
ADDITIONAL INSURING AGREEMENTS FORMING
PART OF INSURANCE POLICY NO. 8L01946
ISSUED TO: THE BOARD OF TRUSTEES
OF THE EDMONTON SCHOOL DISTRICT
NO. 7

ADDITIONAL INSURING AGREEMENTS

The Company further agrees, as respects insurance afforded by this policy,

Additional (1) to insure in the same manner and to the same extent while
Insureds acting within the scope of his duties as such;

- i. Any member or officer of its Board of Trustees or Council or School Committee, and
- ii. Any school superintendent or assistant school superintendent, and
- iii. Any employee of the named Insured while acting within the scope of his duties as such, and
- iv. Any school inspector or supervisor, and
- v. Any agent of the named Insured having care, custody or control of the property or operations of the named Insured, and
- vi. Any employee or agent of the named Insured, while exercising care, custody or control of the pupils during the noon recess on or about the school premises.

It is expressly understood and agreed that, subject in all respects to the terms, conditions, agreements, and limitations of the Policy, the Insurer's total liability hereunder to either or all of the Insured shall in no event exceed the limits named herein.

ATTACHED TO AND FORMING PART OF POLICY NO. 8161946 Effective December 31, 1971

Issued to THE BOARD OF TRUSTEES OF THE EDMONTON SCHOOL DISTRICT NO. 7

APPENDIX C
OUTLINE OF THE FOUR SESSION
TRAINING PROGRAM

Session 1 (Time - 84 minutes)

- General Orientation
- Familiarization with and practice in the use of audio-visual equipment in common use in the schools
- Chalk-boards
- Tack boards and displays
- Film strip projectors - set up and care of film and projector
- Tape records
- Movie projectors - set up and care of film and machine - screens

Session 2 (Time - 84 minutes)

- The making of work sheets and running them off on duplicating equipment
- How work sheets are made using spirit masters - care in printing and construction, neatness, originality - multi-colors available
- Use of spirit master duplicating equipment - practice in operation - setting up - importance of leaving equipment in good order

Session 3 (Time - 84 minutes)

Teachers from Grades 1, 1V, VI and a Special Class to discuss the type of situation encountered and the various grade levels.

- each teacher is responsible for their own portion of the in-service program but the general guidelines given are: the level of sophistication at the particular grade level under consideration
- level of expectation in terms of work output
- typical personality and behavioral problems encountered in class and on the playground
- organization of classes timetable, grouping, etc.
- type of help the service elective students can be expected to give to the students in class, individual help, working with groups, reviewing certain lessons.

Session 4 (Time - 84 minutes)

Expectation of the schools from the standpoint of:

- attendance
- punctuality
- what to do in the case of absenteeism
- dress and importance of personal hygiene
- reporting procedures followed for report card purposes
- assignment to school, grade and co-operating teacher

APPENDIX D
INFORMATION FORM FILLED OUT BY SERVICE
ELECTIVE STUDENTS CONCERNING THEIR
REQUESTS FOR GRADE LEVEL AND SCHOOL
LOCATION

In order to assign you to a class setting that is as close as possible to your own wishes please fill in the following information - The information will be kept confidential.

- 1) NAME _____
- 2) ADDRESS _____
- 3) PHONE NUMBER _____
- 4) Elementary School nearest to you _____
- 5) Please mark your 1st, 2nd, and 3rd choice of class setting for your service elective assignment
Grade 1 _____
Grade 2 _____
Grade 3 _____
Grade 4 _____
Grade 5 _____
Grade 6 _____
Junior Adaptation Classes _____
Junior Opportunity Classes _____
Low Vision Classes _____
Duties associated with the office _____
- 6) Please give the name of any teacher you might prefer to work with _____

APPENDIX E
EVALUATION FORM TO SERVICE
ELECTIVE STUDENTS

EVALUATION OF THE SERVICE ELECTIVE PROGRAM
BY THE SERVICE ELECTIVE STUDENTS

For this evaluation you may remain anonymous, however, some information about you is requested. Please (X) the following:

I am a girl () boy ()

I have been working primarily in Grades 1 - 3 ()

4 - 6 ()

Special Classes ()

In this part of the evaluation you are asked to rate various aspects of the Service Elective program from "Excellent" to "Poor". In the second part you are asked to express more subjective judgments in answering some general questions.

Please check (X) the following as they relate to the service elective program:

- | 1 | 6 | 5 | 4 | 3 | 2 | 1 |
|---|------------------|----------------------|-------------|----------------|-------------|-------------|
| | <u>Excellent</u> | <u>Very
Good</u> | <u>Good</u> | <u>Average</u> | <u>Fair</u> | <u>Poor</u> |
| 1) Was the information given you at the beginning of the year adequate for you to have made a proper decision to participate in the Service Elective program? | () | () | () | () | () | () |
| 2) The extent to which your co-operating teacher utilized your talents and help in interesting tasks? | () | () | () | () | () | () |
| 3) The degree to which your co-operating teacher was prepared for your assistance each Service Elective day? | () | () | () | () | () | () |
| 4) How did the students in your class react to you in terms of: | | | | | | |
| - asking for your help? | () | () | () | () | () | () |
| - being eager to show you their work? | () | () | () | () | () | () |
| - obeying you or following your directions? | () | () | () | () | () | () |
| 5) The degree to which you | | | | | | |

- 1) to assume responsibility which would promote leadership qualities.
 - 2) to assist others, thus resulting in their own personal growth and development.
 - 3) to reverse the normal teacher-pupil role; consequently, resulting in a reassessment of their own position as pupils. (It was hoped that in turn their own achievement academically might be improved.
 - 4) to obtain a first hand work experience which would assist them in making an occupational assessment and to help them develop an awareness of employer expectations."
- () B. "That the Elementary teachers would benefit directly from this assistance through additional instructional, clerical, and supervisory assistance."
- () C. "That the Elementary students would receive better and more varied instruction as a result of the effort of the Grade 9 pupils."

APPENDIX F
EVALUATION FORM TO
CO-OPERATING TEACHERS

Excellent	Very Good	Good	Average	Fair	Poor
<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>

- 11. Degree to which he/she was understanding towards the individual differences among your students. () () () () () ()
- 12. Adaptability to unique situations which arose in class. () () () () () ()
- 13. Overall rating of the student. () () () () () ()

II.
14. What are the special strengths of this service elective student? _____

15. What are his/her particular weaknesses? _____

In what area have you received the most help from this person? _____

III.
16. In what way/s could the service elective program be improved most? _____

17. In what area of planning was the program most deficient? _____

18. Would more frequent contacts and better liason between McDougall Junior High and your school have improved the program? _____

19. Would you be prepared to participate in another program of this nature next year?

_____ YES _____ NO

If you answered "NO" to the above question would you please qualify it.

APPENDIX G
SELF-ESTEEM INVENTORY

Self-Esteem Inventory (SEI)

Please mark each statement in the following way

If the statement describes how you usually feel put a check (X) in the column "Like Me"

If the statement does not describe how you usually feel, put a check (X) in the column "Unlike Me".

There are no right or wrong answers.

	<u>Like Me</u>	<u>Unlike Me</u>
1. I spend a lot of time daydreaming	_____	_____
2. I'm pretty sure of myself	_____	_____
3. I often wish I were someone else	_____	_____
4. I'm easy to like	_____	_____
5. My parents and I have a lot of fun together	_____	_____
6. I never worry about anything	_____	_____
7. I find it very hard to talk in front of the class	_____	_____
8. I wish I were younger	_____	_____
9. There are lots of things about myself I would change if I could	_____	_____
10. I can make up my mind without too much trouble	_____	_____
11. I'm a lot of fun to be with	_____	_____
12. I get upset easily at home	_____	_____
13. I always do the right thing	_____	_____
14. I'm proud of my school work	_____	_____
15. Someone always has to tell me what to do	_____	_____
16. It takes me a long time to get used to anything new	_____	_____
17. I'm often sorry for the things I do	_____	_____
18. I'm popular with kids my own age	_____	_____
19. My parents usually consider my feelings	_____	_____
20. I'm never unhappy	_____	_____
21. I'm doing the best work that I can	_____	_____
22. I give in very easily	_____	_____
23. I can usually take care of myself	_____	_____
24. I'm pretty happy	_____	_____
25. I would rather play with children younger than me	_____	_____
26. My parents expect too much of me	_____	_____
27. I like everyone I know	_____	_____
28. I like to be called on in class	_____	_____
29. I understand myself	_____	_____
30. It's pretty tough to be me	_____	_____
31. Things are all mixed up in my life	_____	_____
32. Kids usually follow my ideas	_____	_____
33. No one pays much attention to me at home	_____	_____
34. I never get scolded	_____	_____
35. I'm not doing as well in school as I'd like to	_____	_____
36. I can make up my mind and stick to it	_____	_____
37. I really don't like being a boy - girl	_____	_____
38. I have a low opinion of myself	_____	_____
39. I don't like to be with other people	_____	_____
40. There are many times when I'd like to leave home	_____	_____
41. I'm never shy	_____	_____
42. I often feel upset in school	_____	_____
43. I often feel ashamed of myself	_____	_____
44. I'm not as nice-looking as most people	_____	_____

	<u>Like Me</u>	<u>Unlike Me</u>
45. If I have something to say, I usually say it	_____	_____
46. Kids pick on me very often	_____	_____
47. My parents understand me	_____	_____
48. I always tell the truth	_____	_____
49. My teacher makes me feel I'm not good enough	_____	_____
50. I don't care what happens to me	_____	_____
51. I'm a failure	_____	_____
52. I get upset easily when I'm scolded	_____	_____
53. Most people are better liked than I am	_____	_____
54. I usually feel as if my parents are pushing me	_____	_____
55. I always know what to say to people	_____	_____
56. I often get discouraged in school	_____	_____
57. Things usually don't bother me	_____	_____
58. I can't be depended on	_____	_____

COOPERSMITHS SELF-ESTEEM INVENTORY Form A (1959)

This instrument consists of 58 items having five sub scales:

- 1) General self - items 1, 2, 3, 8, 9, 10, 15, 16, 17.
- 2) Social self-peers - items 4, 11, 18, 25, 32, 39, 46, 53.
- 3) Home - parents - items 5, 12, 19, 26, 33, 40, 47, 54.
- 4) Lie scale - items 6, 13, 20, 27, 34, 41, 48, 55.
- 5) School academic - items 7, 14, 21, 28, 35, 42, 49, 56.

Without the lie scale, the instrument consists of 50 items relating to the subjects perceptions in four areas: self, peers, parents and school. Many of these items appeared on the Rogers and Dymond's Scale but were selected and reworded and added to by Coopersmith. The items are divided into two groups as either indicating high-esteem or low-esteem. The subject checks each item as "like-me" or "unlike-me". The self-esteem score is obtained by multiplying by two the sum of the high esteem items marked "like-me" and the low-esteem items marked "unlike-me" Wylie (1961).

For purposes of reporting scores one considers the total number of items marked "like-me" or "unlike-me" according to the test key. The lie scale is not being considered in this study as responses in this area are considered to be indicative of defensiveness and lie reaction and not really to do with one's feelings of high or low esteem. Thus the total S.E.I. score is the maximum number of correct items multiplied by two or $50 \times 2 = 100$.

APPENDIX H
REPORT TO BUREAU OF CHILD STUDY
EDMONTON PUBLIC SCHOOL BOARD

SERVICE ELECTIVES FOR JUNIOR AND SENIOR HIGH SCHOOL
STUDENTS

In our Developmental Readiness programs we have been fortunate in having the services of a few junior and senior high school students. Since we would like to have this service expanded, to give aid to all of our classes, I will outline some of the advantages to students and pupils alike, as well as give some specific illustrations. The students are exposed to a wide variety of learning experiences.

1. SERVICE - The students learn the value of service to humanity, the antithesis of the profit making motive of our economy. The theme, "Happiness is Helping" is evident every day where students are working in our classrooms.

e.g. Although enrollment in the readiness classes is small, the teachers require daily assistance. Why? Due to the pupils' immaturity, which we term a maturation lag, the teacher is expected to regularly analyze each child's areas of learning and plan an individualized program to suit his needs. Aides are required to implement the programs.

This is genuine service, helping a small child master a task, so that he can move ahead to his next stage of learning.

2. RAPPORT- The students learn the importance of interpersonal relationships without which teaching cannot really be successful. And of course such relationships are essential in all areas of life, if we are ever going to reach a peaceful co-existence in this world.

e.g. Since the difference in age between the students and pupils is less than that of volunteer parents, the students may have a closer empathy which is so essential for success. They are attune to the small child's signals of distress and better able to interpret them.

3. DEVELOPMENTAL STAGES - The students are being exposed to the developmental stages of learning and will come to realize that there is a sequential pattern both in growth and the mastery of knowledge.

e.g. Learning to read requires many skills and most of the pupils need basic exercises to develop perceptual skills, both visual and auditory, as well as motor co-ordination and language growth. Some pupils' motor development is arrested at a three year level. Others arrive in school with a vocabulary of a four year old. There are those who have never developed any listening skills. Yet most of them have average ability but their learning is handicapped by these deficiencies.

4. ANALYSIS - The students learn that to overcome problems an analysis and planned method of teaching must be undertaken by the teacher prior to working with the pupil.

4. ANALYSIS (Cont'd)

e.g. Without such analysis the students' endeavors may prove fruitless or they may become frustrated themselves. (I saw this unfortunate development in a classroom.)

5. TECHNIQUES - The students learn that different techniques are required for various individual pupils.

e.g. The students will be exposed to a wide variety of experiences. Tying shoe laces can be a very frustrating task for a child lacking finger dexterity. Developing auditory perception involves many novel techniques. Just allowing children to talk is a rewarding experience, for some of them have never had an interested listener. Seeing their stories in print is a real challenge to begin to read.

6. REPETITION - The students become cognizant of the fact that some pupils require much repetition in order to learn basic skills. This teaches the students the importance of tolerance and understanding in any area of instruction.

e.g. Although the students may find repetition somewhat tedious, they will soon discover that it is essential for success. Our excellent Handbook, compiled by our reading specialists, has a wide variation of exercises for every developmental level, so that monotony can be avoided.

7. RESPONSIBILITY - The students learn that the acceptance of a job means regular attendance, persistence, a genuine interest in the child and even searching for new ideas or techniques themselves, which could prove effective for the individual pupil.

e.g. Small children develop a real attachment for the students, which means that attendance must be regular and punctual to fit into the basic routine of the classroom.

8. PRIDE - The students learn to take pride in their small friend's successes, as exemplified in the mastery of catching a ball, progress in printing letters on a line or classifying number concepts.

e.g. Students will not have a sense of success every day but there will be occasions when they can rejoice with a child who has succeeded in a specific task. This is comparable to the daily work pattern of the adult world.

9. HUMILITY - At the same time the student comes to realize his interdependence on other people, especially the teacher, so that he the student, learns to respect the contribution of others in the field of relationships and learning.

9. HUMILITY - Cont'd

e.g. There will be times when the students will have to admit failure. They will be faced with the challenge of finding a new technique, to consult with another team member to discover a more realistic approach.

10. CAREER - Some students will find a new avenue of life opening to them, an exciting challenge and a possible career in one of the humanities.

Now of course other classes can use student aides, too. At present my prime concern is in the area of Developmental Readiness.

No matter where the student aides are employed the important factor is adequate teacher preparation, planning and guidance, so that the aides are giving maximum assistance and gaining worthwhile experiences themselves. Mrs. Caroline Mulek, Queen Mary Park school, has given us excellent guidance in this area.

The students should attend on a regular basis. The time spent should approximate one hour per day. Those who serve Queen Mary Park school spend two full mornings per week. This seems to be an ideal situation, rather than an hour a day for five days. There is a saving in travelling time as well.

Another area in which they can give valuable service is in the preparation of materials, which we need in abundance in readiness classrooms. This could be a project for June or even the summer months.

The selection of the students should be done very carefully. They should have a genuine interest in small children, be adaptable to various learning situations and techniques and willing to become absorbed in the specific needs of the individual child. The theme, "Happiness is Helping", should provide a challenging goal for them.

If on the other hand a student's services do not prove effective, it should be clearly understood that the agreement be terminated. However, the teacher should have made every effort to guide the student and influence changes prior to the termination. Possibly some type of assessment chart should be devised, so that both the student and teacher can judge the rate of growth and adaptation to the service elective.

The opportunity of granting students genuine, worthwhile personal experiences within our school system is beneficial to both the students themselves and the pupils.

I wish to commend Mr. C. E. Climengaga who initiated the Service Elective at McDougall school, a project which has greatly benefitted children in three elementary schools.

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Administrative Staffing

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APPENDIX I
VARIABLES USED IN TESTING PROGRAM

The variables used in comparing the service elective group with the non service elective group consisted of scores obtained through the administration of a standardized intelligence test, year end grade point scores, a self-esteem inventory and a series of achievement tests. These variables are listed below and are briefly described.

1. Intelligence quotient - these scores were obtained through administration of the Canadian Lorge Thorndyke Intelligence Test Form F. It is a group test having a verbal and a non verbal battery.
2. Grade VIII final grade point average - grades were reported using letter grades from A to F. The final grade point average was obtained by converting letter grades to percentages using the following table:

A = 80% - 100%

B = 65% - 79%

C = 50% - 64%

D = 40% - 49%

F = less than 39%

The letter grades were qualified by the use of plus and minus signs and adjustments were made accordingly, for example a B+ = 75; a B- = 65 and a B = 70.

3. Stanford Achievement sub-test 1 - Paragraph Meaning: consists of a series of paragraphs graduated in difficulty. The test provides a measure of a pupils ability to understand connected discourse involving different levels of comprehension from extremely simple recognition to the making of inferences from what is stated in several related statements.
4. Stanford Achievement sub-test 2 - Spelling: the spelling test consists of multiple choice items in which the pupil selects from four words the one which is spelled correctly.
5. Stanford Achievement sub-test 3A - Language Usage: the language usage test samples correct verb usage, use of pronouns, adjectives, negatives, word choices and sub-standard corruptions.

6. Stanford Achievement sub-test 3D - Dictionary Skills: this test includes content such as selecting the appropriate meaning of a word from multiple alternatives, using the pronunciation key, syllabifying, accenting and using locational skills.
7. Stanford Achievement sub-test 3E - Sentence Sense: this test measures the pupils ability to recognize correct and faulty sentences in written English.
8. Stanford Achievement sub-test 4 - Arithmetic Computation: the computation test measures proficiency in the computational skills appropriate for grades VII, VIII and IX. The items are drawn from the fundamental operations of addition, subtraction, multiplication, and division.
9. Stanford Achievement sub-test 6 - Arithmetic Applications: this test measures reasoning using problems taken from real life experiences; the general reading level has been kept below the problem solving level being measured.
10. Coopersmiths Self-Esteem Inventory - for a description of this variable see Appendix H.
11. Grade IX grade point average - this variable was based on the final grades assigned to the grade IX students. The grades were reported in letter grades and a conversion to percentages was based on the same table as used in the grade VIII averages above.