

**STUDY OF THE UTILIZATION  
OF TEACHER AIDES IN  
VIRGINIA'S PUBLIC SCHOOLS**



**Senate Document No. 6**

**COMMONWEALTH OF VIRGINIA  
Department of Purchases and Supply  
Richmond**

*1975*

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STUDY OF THE UTILIZATION  
OF TEACHER AIDES IN  
VIRGINIA'S PUBLIC SCHOOLS

PURPOSE OF STUDY. The 1974 Virginia General Assembly agreed to the provisions of Senate Joint Resolution 16 which directed the State Department of Education to study the feasibility and advisability of utilizing teacher aides in the State's public schools. If the Department concludes that the use of such personnel is both feasible and advisable, it shall determine a method and formula for reimbursing school divisions for such salaries.

PROCEDURE FOR MAKING STUDY. A committee of educators and personnel from education related organizations was appointed by Dr. Woodrow W. Wilkerson, State Superintendent of Public Instruction, to make the study required by Senate Joint Resolution 16. The composition of the committee provided for state-wide representation and included principals, teachers, a superintendent of schools, State Department of Education Personnel, a representative from the P.T.A., and a representative from the Virginia Education Association. Mr. Hilary H. Jones, a member of the State Board of Education from Norfolk, Virginia served as an ex-officio member of the committee. Appendix II of this report contains a list of the committee members.

The initial meeting of the committee was held on June 17, 1974. Members of the committee were briefed on the purpose of the study and provided with certain data on the status of the teacher aide program in Virginia and other pertinent information on the utilization of teacher aides. Data on the utilization of teacher aides including studies by the Research Service of the Virginia Education Association and by the State Department of Education, was discussed at length as well as input from members of the committee as to the status in their particular part of the State.

It was agreed that more time was needed to assimilate the available data on the utilization of teacher aides. Each member of the committee agreed to submit, after a period of time, their thoughts on the advantages, disadvantages and problems that might be associated with the implementation of a program of teacher aides with possible funding by the State.

A second meeting of the committee was held on August 26, 1974 to formulate the basis for a report to the State Board of Education. The report is divided into two sections - FINDINGS of the Committee and RECOMMENDATIONS of the Committee.

#### FINDINGS OF THE COMMITTEE

A. DEFINITION OF TEACHER AIDE. It was quite evident from the beginning that a description of the type of personnel which would be utilized in the schools had to be established. The necessity to define such personnel became evident when the study revealed that persons providing aid to teachers ranged from voluntary help from students, parents, and interested citizens to paid workers who served as clerks, library aides, study hall and lunchroom monitors, instructional aides, etc. The definition agreed upon was an adaptation of one which was published in the State Department of Education pamphlet, "Guidelines for the Employment of Teachers Aides in Virginia" in October, 1969.

The term "teacher aide" refers to those persons who are para-professionals and who play a role in the school's educational program. It does not include those whose duties are devoted exclusively to building services, food service, or clerical activities. Teacher aides are those individuals who assist the teacher by performing tasks which are assigned and directed by those teachers. Their tasks cannot infringe upon the professional responsibilities reserved for certificated teachers. Certification is not applicable to teacher aides since they are considered para-professional personnel.

B. STATUS OF TEACHER AIDE PROGRAM. Teacher aides are utilized in virtually all of the school systems in Virginia. A survey by the Department showed that in 1971 one hundred twenty-seven school divisions employed teacher

aides. Four school divisions reported that teacher aides were not employed in their schools. A report by the Virginia Education Association dated November, 1969 also showed that a majority of the teacher aide programs in the State were funded through the Federal Government particularly through The Elementary and Secondary Education Act of 1965. The Title I program administered through the State Department of Education indicated in 1973 that 2,621 teacher aides were employed in local school divisions throughout the State. These figures indicate that teacher aides are utilized in virtually all school divisions in Virginia and Federal funds are counted on heavily to finance the programs.

C. ADVANTAGES OF A TEACHER AIDE PROGRAM. Members of the committee agreed that there are many advantages to the teacher aide program. Some of these advantages are:

1. Improvement of classroom instruction by assisting the teacher with certain classroom activities.
2. Additional personnel who can devote their energies and talents to problems encountered in the education of children will help provide more individualized instruction and hopefully a higher quality of education.
3. Increased productivity in the classroom.
4. A wider range of activities for individual children and small groups of children are available with teacher aides.
5. Utilization of teacher aides can enhance the team teaching approach to education in the classroom.
6. Availability of teacher aides can make it possible to try new teaching techniques and innovative ideas in the classroom.
7. The social and emotional aspects of children's behavior may be affected positively through contact with adults in the classroom other than the teacher.
8. Since aides are widely used in Virginia public schools, official recognition through a State program could lead to sharing of ideas, policies, and procedures by all schools.
9. With official recognition could come a system for reimbursing localities. Federal funds would not be the limiting factor.

10. Official recognition could open the way for effective State-wide training programs for teacher aides.
11. Official recognition could enhance pay scales, provide better benefits, and thus attract top caliber personnel to fill positions as aides.
12. Wide recognition of the use of teacher aides in schools, both from the State and National levels, indicates possible positive reaction to a State-supported program of teacher aides.

D. DISADVANTAGES OF A TEACHER AIDE PROGRAM. Members of the committee realized there were some disadvantages to a teacher aide program. Some of the disadvantages are:

1. Possible justification for larger classes which could be detrimental to quality of instruction.
2. All teachers cannot work effectively with other people in the classroom.
3. State program of teacher aides could result in over-regulation. Varying needs for different areas of the State make it necessary to remain flexible with respect to qualifications, job description, etc.
4. Possible reduction of funding in other areas if State funding were made available.

E. PROBLEMS ASSOCIATED WITH TEACHER AIDE PROGRAM. There are several concerns which must be considered when implementing a program of teacher aides especially if they are to be recognized and funded through the State. Some of the concerns or problems which members of the committee voiced were:

1. Guidelines for training teacher aides, for utilization of aides, and development of pay scales would be difficult to standardize.
2. Determination of the proper type of pre-service to be required of aides.
3. Determination of the kinds of activities for in-service training (Supervision, on-job training, conferences, etc.).
4. Most teacher aides are employed with Federal Funds which are subject to be withdrawn with a minimum of notice.
5. Shortage of well-trained personnel to work as teacher aides.

6. Not all teachers, even good ones, can work with aides. Administratively, this could cause problems with staff morale, teacher effectiveness, etc.
7. The legal responsibilities of teachers for the instructional program and for the safety of students, and how much responsibility and authority can be delegated to aides with respect to this responsibility could prove to be problematic.
8. The professional nature of certain practices in schools (e.g., pupil records) would have to be thoroughly understood by aides.
9. Establishment of pay scales and sources of funding for teacher aide programs.
10. Criteria for selection and orientation of teacher aides needs to be considered.
11. To what extent do aides participate in the benefits as an employee of a school system?
12. Insuring that teachers have a voice in determining duties, responsibilities, roles, and working relationships of teacher aides.

#### CONCLUSIONS AND RECOMMENDATIONS OF THE COMMITTEE

- A. It is both feasible and advisable to utilize teacher aides in the public schools of Virginia but care must be taken to insure that reimbursement from State funds will not in any way jeopardize the eligibility of localities to continue to receive Federal funds for the employment of such personnel.
- B. It is necessary to adopt a definition of teacher aide as it applies to those individuals who will be a part of the instructional program.
- C. Guidelines should be established setting forth the qualifications, areas of responsibility, training, and employee benefits for teacher aides.
- D. A method and formula for providing reimbursement from State funds should be developed.

While reimbursement could be provided through a separate fund or the incentive fund, the Department of Education proposes that assistance be made available as part of the Basic School Aid Fund. A school division would be allowed to fill not more than 5% of the State aid (required) instructional positions with teacher aides. The ratio of paraprofessionals to the regular instructional positions would be two to one. Such aides would be covered by the State Supplemental Retirement System and be eligible for benefits available to other personnel in the school system.

**SENATE JOINT RESOLUTION NO. 16**

*Directing the State Department of Education to study the utilization of teacher aides in public schools.*

Agreed to by the Senate, February 19, 1974

Agreed to by the House of Delegates, February 28, 1974

Whereas, teacher aides are used in some school divisions of the Commonwealth; and

Whereas, the use of such aides might be very beneficial to both teachers and pupils and should perhaps be encouraged; and

Resolved by the Senate, the House of Delegates concurring, That the Department of Education is hereby directed to study the feasibility and advisability of utilizing teacher aides in the public schools of the Commonwealth. If the Department concludes that the use of such personnel is both feasible and advisable, it shall determine a method and formula for reimbursement.

The Department of Education shall conclude its study and shall report its recommendations to the Governor and the General Assembly no later than December one, nineteen hundred seventy-four.



APPENDIX II

MEMBERS OF COMMITTEE TO STUDY SENATE JOINT

RESOLUTION NUMBER 16

Mr. James H. Stiltner  
Chairman  
Supervisor of Secondary Education  
State Department of Education  
Richmond, Virginia 23216

Dr. S. John Davis  
Division Superintendent  
Fairfax County Schools  
10700 Page Avenue  
Fairfax, Virginia 22030

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45 Ligon Place  
Newport News, Virginia 23602

Dr. Lacy M. Venable, Principal  
Halifax County High School  
Box 70  
South Boston, Virginia 24592

Mr. Edward Newell  
Assistant Supervisor Title I  
State Department of Education  
Richmond, Virginia 23216

Mrs. Paul Coussens  
3501 Chester Street  
Virginia Beach, Virginia 23452  
(P.T.A. Representative)

Mrs. Billie Jackson, Teacher  
Prospect Heights Middle School  
200 Caroline Street  
Orange, Virginia 22960

Dr. Betty June Wilson  
Assistant Supervisor of Special Education  
State Department of Education  
Richmond, Virginia 23216

Mr. Ralph Shotwell (Staff, Virginia Education Association)  
Director of School Finance and Research Division  
116 South Third Street  
Richmond, Virginia 23219

Mr. Hilary H. Jones, Jr. (Member, State Board of Education)  
P. O. Box 5544  
Norfolk, Virginia 23516

Mrs. Jacqueline Benson (Represented Dr. Davis in meetings)  
3214 Wynford Drive  
Fairfax, Virginia 22030

APPENDIX III

Please return by Feb. 26 to:  
 Franklin A. Cain, Jr.  
 State Department of Education  
 Richmond Virginia 23216

SURVEY OF TEACHER AIDES  
 January, 1971

As used in this survey, "Teacher Aide" refers to that person who is not a professional educator but who plays a role in the school's instructional program. Please answer questions 1-12 as they relate to regular day school personnel only. Questions 13 and 14 deal with summer school personnel only.

1. a. Do you now employ teacher aides in your school division? Yes 127 No 4  
 (If the answer is no, please answer only part "b" and questions 13 & 14.)

b. If answer is no, are you:

- 1 (1) planning to begin a teacher aide program by the 1971-72 school year  
1 (2) considering a teacher aide program  
1 (3) other (specify) no consideration at this time

2. What is the source of funding for the teacher aide positions in your school division? (Check all that apply)

116 a. federal funds                      0 c. foundation funds                      0 e. other (specify)  
61 b. local funds                          12 d. State funds

3. How many teacher aides do you employ in: (by sex)

	Male	52	Female	4,016
a. preschool			<u>80</u>	
b. kindergarten			<u>529</u>	
c. primary (1 - 3)		<u>6</u>	<u>1841</u>	
d. upper elementary (4 - 7)		<u>17</u>	<u>649</u>	
e. secondary		<u>14</u>	<u>330</u>	
f. special education		<u>3</u>	<u>292</u>	
g. other (specify) look on back		<u>13</u>	<u>391</u>	

4. How many teachers are assisted directly by teacher aides? 7,821

5. What types of duties are usually performed by teacher aides?  
 (Please rank the following with 1 meaning most often performed,  
2 meaning second most often, etc., for all that apply)

- (avg. 2.18) 2 a. clerical (such as record keeping, filing and cataloging material, duplicating, collecting money, etc.)  
 (avg. 3.30) 4 b. housekeeping (such as preparing rooms for instruction, working with pupils in certain housekeeping chores, etc.)  
 (avg. 1.76) 1 c. instructional support (such as reading and telling stories, assisting in library, working with individual children, etc.)  
 (avg. 3.04) 3 d. technological (such as working with ETV, operating movie or film-strip projectors, record players, etc.)  
 (avg. 3.50) 5 e. monitorial (such as helping on field trips, during lunch periods, with children's wraps, on playgrounds, etc.)  
 (avg. 5.32) 6 f. general (such as attending meetings, conferences, PTA meetings, etc.)

3. g. other - specify:

Health aides 6 F  
Grades 1-7 6 F  
Materials Center 32 F  
Lunchroom 35 F  
Reading 15 F  
Remedial Reading and Libraries (Elementary) 8 F  
Library 70 F 1 M  
Title I 58 F  
Emergency School Assistance Program 3 F  
Fourth Grade Pilot Program - Ind. Math System 1 F  
Clerical 90 F  
Step Up Language Arts 15 F  
Adult Education 3 F  
Head Start and Pre-First Grade 2 M 7 F  
Special Education (trainable) 3 F  
Federal Programs - Title I and Title VI 3 F  
Summer 47 F  
Office, Library, Social 3 F  
Special Vocational Program 1 M 2 F  
School Com. 7 F  
Reading Clinic 1 F  
Visiting Teachers 8 F  
Nurse 15 F  
Physical Education 8 F  
Social Aide 3 F  
Audio Visual 2 M  
Community Aides 10 F

6. How are teacher aides assigned? (Check all that apply)
- 67 a. usually assigned to work with one specific teacher  
90 b. usually assigned to work with specific teachers  
30 c. usually assigned to assist throughout an entire school  
14 d. other (specify) look on back
7. Do you have a "career ladder" for teacher aides ("career ladder" is defined in the accompanying guidelines)? Yes 11 No 108  
(If answer is yes, please attach a copy.)
8. a. What is the beginning salary for teacher aides in your division?  
\$ look on back
- b. Do you have a differentiated salary scale for teacher aides?  
Yes 57 No 65
- c. If answer to "b" above is yes, what is the highest salary on the scale? \$ look on back
- d. If answer to "b" above is yes, on what are the steps of the scale based?
- 13 (1) training  
36 (2) experience  
16 (3) both  
8 (4) other (specify) look on back - page 3
9. a. Have your teacher aides had special training for their position?  
Yes 98 No 28
- b. If they have, did it consist of: (Check all that apply)
- 41 (1) college courses for credit  
18 (2) college courses without credit  
56 (3) special training developed by your school division  
25 (4) special training developed by others  
76 (5) informal in-service sessions  
7 (6) other (specify) look on back - page 3
10. a. Have your teachers had special training to work with aides?  
Yes 67 No 59
- b. If they have, did it consist of: (Check all that apply)
- 7 (1) college courses for credit  
2 (2) college courses without credit  
32 (3) special training developed by your school division  
11 (4) special training developed by others  
56 (5) informal in-service sessions  
3 (6) other (specify) look on back - page 3

6. d. other - specify:

subject areas  
to perform specific tasks  
tutors to specific tasks  
health aide  
study hall monitor  
assigned to grades  
mimeographer for teachers  
library, clerical  
study halls  
assist team teachers  
assist librarians  
Testing Program Diagnostic Center  
School community aides  
study hall

8. a.	Per Hour -	1.50-1.74	1.75-1.99	2.00-2.24	2.25-2.49	2.50-2.74	
		6	9	5	1	1	
	Per Day -	10.00-14.00	15.00-19.00	Per Month -	150.-199.	200.-249.	
		38	4		2	10	
	250.-299.	Per Year -	1700-1749	1800-1849	1850-1899	1900-1949	2000-2049
	4		1	1	1	1	3
	2150-2199	2200-2249	2250-2299	2300-2349	2400-2449	2450-2499	2500-2549
	4	3	1	4	1	1	6
	2600-2649	2750-2799	2800-2849	2850-2899	3000-3049	3050-3099	3150-3199
	3	1	1	1	3	1	2
	3200-3249	3300-3349	3400-3449	3450-3499	3600-3649	3700-3749	3750-3799
	1	1	1	1	1	1	1
	4000-4049	4450-4499					
	1	1					

8. c.	Per Hour -	1.75-1.99	2.00-2.24	2.25-2.49	3.75-3.99		
		3	3	2	1		
	Per Day -	10.00-14.00	15.00-19.00	20.00-24.00	Per Month -	150.-199.	
		6	7	1		1	
	250.-299.	300.-349.	Per Year -	1700-1749	2200-2249	2250-2299	2350-2399
	3	3		1	1	1	1
	2600-2649	2800-2849	2950-2990	3000-3049	3100-3149	3200-3249	3250-3299
	1	1	2	2	2	1	2
	3350-3399	3400-3449	3600-3649	3800-3849	4200-4249	4550-4599	4650-4699
	1	1	3	2	1	1	1
	4800-4849	5050-5099	5100-5149	5850-5899			
	1	1	1	1			

8. d. other - specify:

educational background  
educational preparation  
budget  
by assignment  
type of position  
education  
clerical

9. b. (6) other - specify:

high school  
regular in-service activities  
general supervision by director and/or teachers  
workshop  
on-job  
total action against poverty  
typing

10. b. other - specify:

regular in-service activities  
on-job  
Guidelines for use of teacher aides in Elementary Handbook

13. b. other - specify:

Library and Guidance  
Hearing  
Clerical  
Janitor  
In-service  
Head Start  
General

13. c. other - specify:

Neighborhood Youth Corps Workers

11. What is the minimum education required for employment of teacher aides in your division?

- 4 a. less than high school graduate  
116 b. high school graduate or equivalent  
4 c. some college but no degree  
0 d. college graduate

12. a. Do you utilize voluntary aides in your school program? Yes 52 No 72

b. If answer to "a" above is yes, how many are involved? 1,968

The following questions relate only to programs conducted during this summer session 1970.

13. a. Did you employ teacher aides during the summer of 1970: Yes 101 No 28

b. If the answer to "a" above is yes, how many did you employ in: (by sex)

	Male 139	Female 2100
(1) preschool	<u>22</u>	<u>716</u>
(2) kindergarten	<u>9</u>	<u>268</u>
(3) primary (1-3)	<u>32</u>	<u>685</u>
(4) upper elementary (4-7)	<u>51</u>	<u>256</u>
(5) secondary	<u>3</u>	<u>44</u>
(6) special education	<u>2</u>	<u>42</u>
(7) other (specify) <u>look on back</u>	<u>19</u>	<u>157</u>

c. If the answer to "a" above is yes, what is the source of funding for the teacher aide positions? (Check all that apply)

- 98 (1) federal funds  
8 (2) local funds  
0 (3) foundation funds  
3 (4) State Funds  
1 (5) other (specify) look on back

14. a. Did you utilize voluntary aides during the summer of 1970: Yes 42 No 91

b. If the answer to "a" above is yes, how many were involved?

Name and Title of Person Filling Out This Form

School Division

Date

January, 1971

WHAT IS A TEACHER AIDE?

The teacher aide is one of a number of paraprofessionals who currently are assisting in the educational program. The aide is a member of the school staff and has the responsibility of assisting the classroom teacher(s) or professional staff in carrying out instructional and/or clerical duties. Teacher aides may be placed in several categories such as: instructional aide, clerical aide, special education aide, library aide or clinic aide.

The paraprofessional aide will be assigned to a teacher, staff member, or team by a program manager. Thus, the supervision of that aide is conducted by the individual(s) to whom the aide is assigned, and the program manager.

A paraprofessional or aide will not be expected to perform any duty that is not related to specific instructional and/or clerical duties in the school.

JOB DESCRIPTION

The teacher aide will perform duties under the direct supervision of a teacher or team of teachers. The role of the aide is to assist the teacher with teaching related activities and non-teaching assignments. In all instances these activities and assignments will have been planned by the teacher who is responsible for their management. The aide assists and supports the teacher by carrying out delegated activities and assignments.



## DUTIES AND RESPONSIBILITIES

Aides make it possible for teachers to do those things with students that help improve the learning process and increase opportunities for the teacher's effectiveness. The use of aides provides more individual attention for students and increases the range of personal relationships which children can experience.

Principals and teachers must rely upon their professional judgment when assigning aides to programs. The type of work aides may do depends on their previous training, work experiences, special talents, and innate ability. Each teacher finds varied ways to use the aide--increasing and changing the duties as experience and judgment indicate. The following are some examples of possible duties.

### Duties - Instructional

1. Assist in supervising work centers
2. Assist in spotting trouble situations and learning when to or not to intercede as predetermined through planning sessions with the teacher.
3. Assist in talking with and listening to children
4. Assist in supervising art, music, and physical education activities
5. Assist in reading, telling, and discussing stories with children
6. Assist in leading and participating in discussions with small groups
7. Assist in putting child's name on paper if he/she cannot do so himself/herself
8. Assist in recording stories children dictate
9. Assist in preparing bulletin boards

10. Assist in recording work-play observations
11. Assist in supervising or working with individuals or small groups to reinforce what has been taught, or other predetermined activities
12. Assist in guiding children in the responsibility for maintaining a neat classroom
13. Assist in helping students follow directions
14. Assist in teaching a concept or activity if the aide has a particular talent
15. Assist in preparing instructional materials
16. Assist by listening to the student's oral reading
17. Assist in special demonstrations
18. Assist in collecting and arranging displays and materials for teaching purposes
19. Assist in setting up and operating audio-visual equipment
20. Assist on field trips
21. Assist in instructing children on proper use and safety of tools
22. Assist in displaying pupil work
23. Assist in other duties as required
24. Assist in planning work
25. Assist in supervising basic experiments
26. Assist in supervising tests
27. Assist in remedial work
28. Assist in researching material

Duties - Clerical

1. Assist in checking attendance and taking snack count
2. Assist in distributing materials to children
3. Assist in handling routine interruptions
4. Assist in collecting and accounting for money

5. Assist in typing and running office machines
6. Assist in filing work in students' folders
7. Assist in preparing routine forms for teachers
8. Assist in checking supplies
9. Assist in arrival and departure routines
10. Assist in arranging and changing interest centers
11. Assist in recording personal data on health records
12. Assist in filing resource materials for various teaching units
13. Assist in keeping an inventory of classroom materials--  
equipment, books, and instructional supplies
14. Assist in taking care of sick or hurt child, and telephoning  
parents to pick up the child
15. Assist in running errands relating to program
16. Assist in other duties as required
17. Assist by doing routine secretarial-type work.

TEACHER'S AIDE

**GENERAL STATEMENT OF DUTIES:** Performs clerical or instructional tasks to assist professional staff members; does related work as required.

**DISTINGUISHING FEATURES OF THE CLASS:** Employees in this class perform remedial, reinforcement or other specialized instructional tasks as aides to a professional faculty member. A Teacher's Aide is expected to have sufficient training and experience in the field to which assigned to perform routine tasks independently. The work is performed under the direct or general supervision of faculty members.

**EXAMPLES OF WORK:** (Illustrative only)

With small groups of children, performs remedial instruction or tasks to reinforce learning initiated by a professional educator;  
Works with students requiring individual or close attention, reads to children, listens to their recitations and suggests improvements;  
Monitors groups of students engaged in drawing, writing, independent study or similar work while the teacher is otherwise occupied;  
Observes and assists individual students experiencing difficulties;  
Occasionally assists in teaching classes of basic skills;  
Prepares a variety of instructional materials;  
Supervises playground activities of children including the individual use of equipment and participation in group games;  
Attends younger children during rest periods;  
Assists children in bathroom needs and in proper toilet training;  
Supervises children as they go to and from classrooms and oversees them in getting on and off buses.

**REQUIRED KNOWLEDGES, SKILLS AND ABILITIES:** Good knowledge of and understanding of child growth and development; good knowledge of instructional procedures and practices; good knowledge of the instructional goals and policies of the Newport News Public Schools; some knowledge of subject matter reinforcement practices; considerable patience and ability to work effectively with children and faculty members; tact; good physical condition.

**ACCEPTABLE EXPERIENCE AND TRAINING:** Some experience in working with children and completion of a standard high school course, preferably supplemented by two years of college with major work in education; or any equivalent combination of experience and training which provides the required knowledges, skills and abilities.

#### HOW AIDES CAN HELP TEACHERS

1. Ordering and returning films, filmstrips, and other A-V materials.
2. Telephone parents about routine matters.
3. Filing correspondence and other reports in children's records.
4. Distributing supplies to children.
5. Distributing and collecting specific materials, such as art paper and supplies.
6. Procuring, setting up, operating and returning instructional equipment.
7. Requisitioning supplies.
8. Building up resource collections.
9. Sending for free and inexpensive materials.
10. Obtaining special materials for science or other projects.
  
11. Keeping attendance records.
12. Supervising the playground, loading and unloading of buses.
13. Supervising the classroom when the teacher has to leave it.
14. Arranging and supervising indoor games on rainy days.
15. Preparing and supervising work areas, such as mixing paints, putting drop-cloths down, arranging materials for accessibility, etc.
16. Supervising cleanup time.
17. Accounting for and inventorying non-consumable classroom stock.
18. Checking out books in central library.
19. Managing room libraries.
20. Typing teacher correspondence to parents.
  
21. Making arrangements for field trips, collecting parental permission forms, etc.
22. Keeping and maintaining a folder of representative work for each pupil.
23. Telephoning and making arrangements for special classroom resource activities.
24. Displaying pupil work.
25. Attending to housekeeping chores.
26. Helping with children's clothing.
27. Routine weighing, measuring, etc.
28. Administering first aid and taking care of sick and hurt children, telephoning parents to pick up a sick or hurt child, or taking child to school nurse when in the building.
29. Telephoning parents of absent children.
30. Under guidance of teacher, interviewing children with specific problems.
  
31. Observing child behavior and reporting to teacher.
32. Preparing instructional materials.
33. Arranging bulletin board displays for teaching purposes.
34. Arranging interesting and inviting corners for learning: science or recreational and investigative areas.
35. Keeping bulletin boards current.
36. Preparing introductions to A-V materials that give children background for viewing them.
37. Recording stories dictated by child.
38. Under teacher's supervision, developing techniques and materials for meeting individual differences. Tutoring, helping children who were absent.
39. Supervising and assisting groups engaged in painting, constructing, experimenting.
40. Teaching good manners, proper use and safety of tools.
  
41. Contributing one's talents in art, dramatics, music, crafts, etc.
42. Reading and storytelling.

. . Sections from TEACHER AIDES: HOW THEY CAN BE OF REAL HELP, by Wayne L. Herman, Grade Teacher, February 1967.

TEACHER AIDES  
Early Childhood

GENERAL SUGGESTIONS FOR TEACHER AIDES OR ASSISTANTS WORKING WITH CHILDREN

1. Make positive suggestions: "Sand hurts our eyes," instead of "Don't throw sand." Avoid the word, "DON'T."
2. Try to ascertain the child's mood and enter into his world of imagination. "Fireman, put the hose away so it is ready for the next fire," instead of "Put the rope away."
3. Be prompt and steady in attendance. If absence is unavoidable, call before the children arrive so that the teacher may adjust plans or get other help. Call the night before if possible.
4. Talk to children, not adults. Circulate around the room.
5. Be enthusiastic and cheerful. Smile a lot. Learn to laugh with children.
6. Dress appropriately - something washable, and have comfortable shoes. Use a smock or apron for art activities.
7. Speak quietly to children. Don't shout across the room, but go to the child.
8. Avoid quick, jerky movements in dealing with small children.
9. Watch out for physical hazards - splintered blocks, protruding nails, etc.
10. Call the teacher's attention to unusual happenings, involving children - suspected illness, fighting that isn't normal, etc.
11. Observe how children respond to what a teacher does and says.
12. Never talk about children in front of them. Discuss children with adults in a conference in a professional way.
13. When talking to children, get down at their level - sit or lean down. (An adult appears like a giant to a small child.)
14. No baby talk, please! Talk clearly, enunciate, and speak slowly.
15. Be generous with praise. Encourage.
16. Avoid interrupting a child's activity. Encourage him to finish what he has started to do.
17. Do not do for the child what he can do for himself. Teach him. Give him a chance to learn. Allow time. These children work slowly.
18. Abide by school rules. All adults must have the same standards for the school. This keeps the child from being confused.

TEACHER AIDES  
Early Childhood

THINGS TEACHER AIDES OR ASSISTANTS CAN DO IN THE CLASSROOM

1. Help organize materials of instruction.
2. Check work centers to be certain they are ready and inviting for children.
3. When children arrive, help them find an activity - once they have been greeted by the teacher.
4. At clean-up time, give assistance when needed. DO NOT WORK FOR CHILDREN!
5. On the playground, be responsible for an activity and stay by, such as Water Play, or Sand Box, etc.
6. Supervise toileting and washing before snacks and/or lunch.
7. Be responsible for a group during snack and/or lunch. Help children with conversation as well as eating habits.
8. At rest time, assist children with mats, or rugs or cots. Help get children settled. Stay by quietly during rest.
9. Watch for ventilation and lights. Keep comfort of class in mind.
10. At dismissal, help with wraps, gathering possessions, getting to cars or buses, or to street for walkers.
11. During work period, be responsible for one activity, such as blocks, housekeeping corner, easel painting, etc.
12. Assist in total group activities as needed. Be alert as to how you can help.
13. If a child is disturbing others, remove him from the group. Sit by or near him. Involve him in a quiet activity if this is needed.
14. Let children take the initiative whenever possible.
15. During easel painting:
  - a. Encourage putting on smock first. Assist with buttons, if necessary.
  - b. Each brush is returned to same color. If brushes get mixed, colors are muddied.
  - c. Print child's name in lower case (Peter) on corner of paper.
  - d. Assist child, if necessary, in taking painting off easel to dry.
  - e. Teach child to use brush correctly, not to scrub.
  - f. Let children paint. NEVER add your painting to his.
16. During blocks:
  - a. Blocks are used on the floor. Encourage building away from shelves, or you will not be able to get to additional blocks.
  - b. Use blocks for building
  - c. Let children build. Add a block only when asked, or to illustrate a new idea if a child is stuck, as with bridging with blocks. The idea should be the child's, not yours.

