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## A Survey of Washington State's Elementary Schools on the Utilization of Full-Time Teacher Aides

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A SURVEY OF WASHINGTON STATE'S ELEMENTARY SCHOOLS  
ON THE UTILIZATION OF FULL-TIME  
TEACHER AIDES

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Frederick William Hasse  
August, 1969

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William G. Gaskell, COMMITTEE CHAIRMAN

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Howard B. Scott

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James Monasmith

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Although great strides forward have been made in various aspects of our educational offerings, the concepts of the duties of a teacher have remained relatively unchanged over the years.

Despite the recognition of children's needs and the good intentions of most teachers, these needs were not being adequately met in many cases. When increased non-teaching responsibilities detract so markedly from time to teach, even the best teacher becomes inadequate in his efforts to relate to individuals with optimum results (2:20).

Edward C. Pino, District Superintendent, Belvedere-Tiburon, California writes:

It is amazing to me that most teachers do as well as they do performing all these tasks like jugglers. But what a waste of time and talent! Something must be done to give teachers more time to do the jobs for which they are trained (9:183).

The teacher aide is a relative newcomer to the educational scene, and as such, little is really known about the proper manner of utilizing his skills to the benefit of education. Writers such as Mary D. Shipp in Teachers Aides: A Survey (12:31-32), and Cathrine Brunner in A Lap to Sit on and Much More (2:20-23), agree with an editorial in the New York Times, dated January 21, 1966, in which was stated that

"aides have a vital contribution to make in helping overburdened teachers." However, none of these writers have come forth with a clearly defined job description for teacher aides. It seems there may well exist a need for clarification of what is the proper role an aide may play in the overall educational picture.

### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine how elementary schools utilize their teacher aides; to see if such schools are following any specific or agreed upon plan for training and using aides; and to attempt to determine if size of enrollment has any bearing on the types of assignments assigned to aides.

Importance of the study. The majority of writers on utilization of teacher aides are in general agreement regarding the duties teacher aides should perform. However, the review of related literature did not reveal any study designed to determine specific tasks actually assigned to aides; nor did it provide a single instance of research specifically designed to determine methods of training and utilizing teacher aides; and it did not indicate that school enrollment could be a contributing factor in determining how teacher aides are being used in Washington State's elementary

schools. It was assumed also that such information might prove useful in planning a program for the utilization of teacher aides.

Limitations of the study. Approximately seventy-five elementary school principals administering schools in Washington State with enrollments below grade seven, and utilizing full-time teacher aides, were directly concerned in the study. Schools were selected by random sample from 224 elementary schools utilizing teacher aides for grades K-6. Schools selected were identified from a list compiled by the Educational Research Center, Olympia, Washington, in 1967.

## II. DEFINITIONS OF TERMS USED

Principal. A person who is performing administrative duties and responsibilities commonly assigned to a school building is the principal.

Teacher aide. The term as applied to this study means one who is under the supervision of professional members of the school staff, but who is not primarily responsible for the instruction of pupils.

Small school. Those elementary schools having an enrollment of 50 to 400 pupils are classified as small schools.

Large schools. Those elementary schools having an enrollment of 401 and above pupils are classified as large schools.

Instructional duties. This term includes those duties in which the aide assists the teacher with the instructional program, but does not become directly involved in the act of teaching.

Supervisional duties. This term includes those duties in which the aide is responsible for overseeing the activities and the direction of children.

Clerical duties. This term includes those duties in which the aide becomes directly involved in assisting the teacher with mechanical tasks, such as typing and duplicating materials.

## CHAPTER II

### REVIEW OF THE LITERATURE

Educators are seeking new ways to reach the minds and spirits of children by innovation and improvement of educational programs. Under Title I of the Elementary and Secondary Education Act of 1965, money was funded for schools to try new educational programs. The rising tide of enrollment and the additional duties required of the teacher have led to an intense interest in the use of teacher aides in the elementary schools. The impact that aides may have on our traditional concepts of education, makes it important to know how schools might best use their services.

#### I. HISTORY OF THE PROBLEM

The related literature revealed that for almost as long as there has been a public school system, there have been educators concerned with freeing teachers of many routine duties so they may devote more time to teaching children and better acquaint themselves with individual pupils in the classroom (13:406-7).

The idea of a teacher aide program is not new. Certain schools in London, England, were using volunteer aides over fifty years ago. In the United States, as far back as 1942, educators began to give serious thought to the

possibility of using aides. One school system reported using aides as kindergarten assistants since 1930, and others indicate that their aide programs were begun prior to 1950. However, a large majority of teacher aide programs have developed since 1960 (4:1).

The Bay City Michigan School System was the most pronounced forefunner in trying a program using teacher aides. In the years 1953-54 in Bay City, Michigan, Arthur D. Morse, Superintendent of Schools, put into effect an extensive teacher aide program. He accomplished this type of program by involving the school system in a program called "Cooperative Study for the Better Utilization of Staff Competencies" (1:2). Dr. Morse and his associates were interested in finding out how much time a typical teacher devoted to non-teaching activities. With the help of a grant from the Ford Foundation's Fund for the Advancement of Education, a stopwatch survey of each of the 137 teachers in the Bay City Elementary Schools was made to find out how much time a teacher used for non-teaching chores (7:136-41).

After using an aide for a year, a new stop watch survey of teachers with aides was made. When compared with the original time study which began the experiment, the Bay City study shows the following results with the use of teacher aides:

A typical teacher could spend:

1. 89 per cent less time correcting papers
2. 83 per cent less time monitoring written lessons
3. 76 per cent less time taking roll
4. 61 per cent less time moving groups of pupils around
5. 36 per cent less time disciplining pupils
6. 25 per cent less time preparing reports
7. 57 per cent less time to hear recitations
8. 41 per cent less time to supervise activities
9. 27 per cent more time to help pupils
10. 20 per cent more time to make lesson assignments
11. 105 per cent more time to prepare lessons

The eleven areas of competence, as adapted from the report entitled One Way to Ease the Teacher Shortage, were listed here with no attempt at elaboration (17:52-53).

In 1960-61, the public schools of University City, Missouri, participated in the Peabody-Public School Cooperative Program, financed by a grant from the Fund for the Advancement of Education. This program was designed to test the value of clerical aides, cafeteria aides, teacher aides, and composition aides. The results of the study indicate that a program of this scope did benefit the University City school system. The school board voted to support the program using aides the following year.

## II. WHY TEACHER AIDES?

The reasons for having a teacher aide program are reflected in a statement from the Oakland, California, school system. The goals of the teacher aide program are to provide for more child-adult contacts within a classroom setting; to relieve the teacher of routine clerical duties, thus allowing for more individualized instruction; to improve the communication between the home and the school; and to provide employment for capable adults from the school community (12:31).

While teacher aides can be used in a number of ways, they are perhaps used most often to help teachers overcome the disadvantages of large classes. They may also be used as resource personnel to enrich the school program (13:406-7).

## III. TASKS PERFORMED BY TEACHER AIDES

Some of the aides' duties are purely clerical in nature. They type, duplicate class materials, and correct tests, workbooks and homework. They record data in students' files, are often responsible for attendance reports and work on the attendance register. The aides order supplies and audiovisual equipment and are responsible for setting up this equipment.



At times they come into contact with students when they help with the classroom housekeeping, assist younger children with their clothing, and supervise on the playground or in the cafeteria.

Teacher aides may play some part in the instructional process when, under the supervision of the teacher, they read aloud or tell stories, assist children in the school library, help individual pupils do make-up work, and drill small groups, or individuals, while the teacher works with another group (12:31-32).

Educators agree that no teacher, however competent, can be effective unless he has time for preparation and evaluation of classes. Assistance which helps conserve his time contributes to his effectiveness. Teacher aides can achieve this for teachers (6:137).

#### IV. THE CHANGING PROGRAM

The National Commission on Teacher Education and Professional Standards has stated:

The overwhelming load of traditional and new tasks for classroom teachers has led educators to say that one teacher in one room is no longer a justifiable way to organize and administer a school (8:11).

The first movement to get teacher aides into schools was motivated by money made available to schools willing to break away from traditional patterns. Ford Foundation,

Society for the Advancement of Education, and other agencies have been promoting the use of aides for some time. Although some types of teacher aide programs have been in existence for more than a generation, apathy and hostility have blocked any large-scale introduction of such programs (11:4). It was not until 1965, when major federal funds became available to support teacher aide programs, that more school officials realized a source of financial assistance to help advance their educational programs.

#### V. INFLUENCE OF FEDERAL AID PROGRAMS

In the years of 1965-66, the government allocated funds for the schools through Title I, Elementary and Secondary Education Act. It sought to improve educational opportunities for children who needed much more than school systems had been able, financially or educationally, to provide. Most districts placed major emphasis on elementary school education, with a heavy emphasis on teacher aides, in the Title I proposals (10:1-25).

With this trend towards teacher aides, Gaylord Nelson, United States Senator, introduced a Teacher-Aide Program Support Act in January, 1967. In March, 1967, the Teacher-Aide Proposal was re-introduced as a new title to the Elementary and Secondary Education Act of 1965. The Bill was called S. 721 and may be cited as the "Teacher-Aide

Program Support Act of 1967." The Bill, S. 721, channeled monies specifically to projects designed to prepare persons to serve as teacher aides (14:42-44).

With Federal monies available for teacher aide programs, some Washington State educators have taken up the challenge to incorporate teacher aides in their educational system. In a 1967 survey by the Educational Research Service of Olympia, 477 elementary schools were using full-time teacher aides (5:1-14).

## VI. SUMMARY

The review of literature has indicated that teacher aide programs have been in existence for many years.

The financing of teacher aide programs is representative of a long standing struggle in education to reach an educational objective. Before the day of federal assistance to teacher aide programs, school systems started their aide programs almost invariably as pilot projects and expanded as they gained experience and finances.

The primary purpose for using teacher aides is to give help to the overburdened teacher.

Tasks that can be performed by teacher aides are clerical, supervisory, and instructional in nature.

Efforts to provide relief for the overburdened teacher have led to experiments in the use of teacher aides. At the

present time, school districts in Washington State are using programs involving teacher aides. Many of these programs are receiving some form of financial support, a major stimulator in the advancement of the teacher aide concept.

However, there is still considerable doubt that use of teacher aides has reached anywhere near its potential, or that coordinated planning is being done to gain the maximum benefit from use of teacher aides.

## CHAPTER III

### PROCEDURES AND RESULTS OF THE STUDY

The purpose of this study was to check views held by elementary principals in Washington State as to how their full-time teacher aides are being utilized; determine if there is a need for clarification of an aides' function; and to determine if size of enrollment may have some bearing on how large and small schools utilize their aides.

#### I. PROCEDURES

Selection of subjects. Subjects were chosen from a tabulation sheet, acquired from the Educational Research Center in Olympia, which listed schools that were using full-time teacher aides in grades K-6 during the 1967-68 school year.

Subjects were selected by a simple random-sample technique. Each subject was assigned a number in successive series on a random sample table. Subjects were selected by using any row of columns as a starting point. The seventy-five subjects whose identification numbers appeared and corresponded to the random sample numbers were selected to appear in the survey.

Pilot study. A questionnaire was devised and a pilot study conducted with several elementary school principals. As a result of this pilot study, the questionnaire was revised and mailed to be received by subjects in January, 1969. A cover letter, which explained the purpose of the study, was mailed to each subject (See Appendix A).

Apparatus. The questionnaire listed various duties teacher aides might perform. Lists of specific duties were gathered from several sources, and were adapted to meet the objectives of the questionnaire (See Appendix C). Spaces were provided in which subjects responses were marked either YES or NO. Additional space was provided for each subject to indicate any additional duties assigned to teacher aides. Provision was also made for identification of schools based on enrollment.

Treatment of data. Of the seventy-five questionnaires mailed, seventy-two were returned, giving a 96 per cent response. Three were not properly completed, six stated they did not have teacher aides, and four were returned blank, leaving a remainder of 79 per cent of the questionnaires used in this study.

As questionnaires were returned, subjects were assigned to proper groups, i.e. smaller schools; large schools. Responses were tabulated by group and totaled.

Each tabulation was expressed both numerically and in percentages.

## II. RESULTS OF THE STUDY

For the purpose of clarity, the results of this study are presented in the order in which items appear on the questionnaire. All results are based on both number and percentages of responses. Any item on the questionnaire that was to be considered in strong agreement as to the value of a given assignment, had to receive at least an 80 per cent response by both large school groups and small school groups.

Writers indicate that the kinds of jobs aides can perform may vary greatly. However, written articles imply that three major categories are evident as to duties performed by teacher aides. These were instructional, supervisory, and clerical.

Presentation of the findings. Although a study of related literature implied that teacher aides were used primarily to perform clerical duties, survey data indicate both large and small schools have a tendency to use aides in instructional duties to some degree, and are least likely to use them in the area of supervision.

Instructional duties. Of the fifty-six instructional duties listed on the questionnaire, only fifteen were

regularly assigned teacher aides in both large and small schools. Table I, page 17, serves to clarify this point.

This survey suggests that a trend toward utilization of teacher aides in the area of instruction is evident. This may well stem from harried administrators faced with manpower shortage. As a result it is possible that educators will have to make a conscious effort to evaluate the role of a teacher aide in the overall educational program.

However, from the total number of instructional duties, seven received a strong negative response from both large and small schools. These fell mainly in areas generally reserved for certificated personnel (See Table II, page 18).

The fact that certain instructional duties are not performed by teacher aides, suggests that teachers still reserve the right to perform tasks which are designated for certificated personnel in charge of the instructional program in schools. However, teachers appeared even more reserved in permitting aides to assume duties where specific supervisory skills were demanded.

Supervisional duties. From the sixteen supervisional duties listed, the value of only two items performed by aides could be strongly agreed upon by both large and small schools. These duties were supervision of halls and



TABLE I

## INSTRUCTIONAL DUTIES REGULARLY ASSIGNED TO TEACHER AIDES BY LARGE AND SMALL SCHOOLS

Duties	Large Schools				Small Schools			
	Number		Per Cent		Number		Per Cent	
	Yes	No	Yes	No	Yes	No	Yes	No
Talking quietly with a pupil who is upset	32	5	86	14	18	4	82	18
Helping pupils move from one activity to another	30	7	81	19	19	3	86	14
Helping pupils learn to play together (such as sharing toys and materials)	33	4	89	11	18	4	82	18
Helping students look up information in a book	32	5	86	14	18	4	82	18
Taking responsibility for the class for a few minutes when the teacher is called away	30	7	81	19	20	2	91	9
Operating equipment, such as movie projector, slide projector, tape recorder	31	6	84	16	18	4	82	18
Preparing audio-visual equipment and other instructional materials	30	7	81	19	20	2	91	9
Listening to a pupil read	34	3	92	8	21	1	95	5
Assisting a slow pupil in finishing work or catching up	35	2	94	6	20	2	91	9
Taking charge of a small group which is working on a special project while the teacher works with another	35	2	94	6	20	2	91	9
Working directly with students in a teacher-introduced art project, such as bulletin board, Christmas decorations	33	4	89	11	20	2	91	9
Helping pupils improve their manners	34	3	92	8	19	3	86	14
Helping slower pupils in the class	35	2	94	6	21	1	95	5
Assists in gathering and preparing materials for arts and crafts	34	3	92	8	19	3	86	14
Assist with personal needs of pupils	35	2	94	6	20	2	91	9

TABLE II

INSTRUCTIONAL DUTIES NOT REGULARLY PERFORMED BY  
TEACHER AIDES OF LARGE AND SMALL SCHOOLS

Duties	Large Schools				Small Schools			
	Number		Per Cent		Number		Per Cent	
	Yes	No	Yes	No	Yes	No	Yes	No
Deciding what pupils need to do in a classroom	2	35	6	94	2	20	9	91
Deciding which pupils will need to work together in a reading group	2	35	6	94	2	20	9	91
Deciding what a pupil should study	2	35	6	94	1	21	5	95
Teaches music in the classroom	2	35	6	94	1	21	5	95
Constructs tests for pupils, such as arithmetic, English, etc.	4	33	11	89	2	20	9	91
Helps plan the school day	7	30	19	81	4	18	18	82
Arranges for resource people and materials	7	30	19	81	4	18	18	82

doorways, and caring for children who become ill. Responses have indicated that both large and small schools are aware that teacher aides can be used as "assistant" teachers, yet 87 per cent of the items listed under Supervisional duties were not indicated as regularly being performed by teacher aides. Direct supervision of children is revealed as the duty least likely to be performed by teacher aides. Survey data suggest that aides are more generally assigned purely clerical functions. This might be assumed as an indication that teachers are not yet ready to consider teacher aides as competent in areas where teachers feel professional preparation is a necessary prerequisite to performance.

Clerical duties. Of the twenty-six clerical duties listed, only seven were regularly assigned teacher aides by both large and small schools. Table III, page 20, serves to illustrate this point.

The data does substantiate the claim by writers that clerical duties are the general function of a teacher aide. Both large and small schools indicated only one duty in which they both could come to 100 per cent agreement that aides regularly perform. This duty was duplicating material, which indicates that teachers still feel strongly that a teacher aides' primary function falls more in the realm of clerical work than in any other area.

TABLE III

CLERICAL DUTIES REGULARLY ASSIGNED TO TEACHER AIDES  
BY LARGE AND SMALL SCHOOLS

Duties	Large Schools				Small Schools			
	Number		Per Cent		Number		Per Cent	
	Yes	No	Yes	No	Yes	No	Yes	No
Duplicating materials	37	0	100	0	22	0	100	0
Typing class materials, such as tests, study sheets, etc.	34	3	92	8	22	0	100	0
Corrects objective tests, notebooks, spelling, etc.	32	5	86	14	21	1	95	5
Distributes materials to pupils	34	3	92	8	21	1	95	5
Helps with library resource materials	30	7	81	19	19	3	86	14
Running errands for the teacher	34	3	92	8	20	2	91	9
Putting materials in storage	31	6	84	16	20	2	91	2

The study shows only a minimal number of listed duties on the questionnaire answered with 100 per cent agreement between the two groups. This indicates that there is apparently no planned program being used to coordinate the function of aides in either large or small schools; and suggests also that areas of disagreement do exist between the two groups regarding the duties performed by teacher aides.

While areas of disagreement between large and small schools were noted by the survey, the areas of disagreement center on instructional and clerical duties. We might assume from the survey that these disagreements indicate enrollment could have some bearing on utilization of aides; teachers attitudes may be a contributing factor in determining what an aide does; and the fact that no clearly defined role specifications, or job description depicting duties an aide is to perform have yet been developed.

### III. SUMMARY

The survey results indicate that elementary school principals are aware of the duties performed by teacher aides in their buildings. However, not all are informed of the many varied duties that might be performed by aides. This makes it imperative that principals strive to increase their knowledge related to teacher aides.

The survey indicated that instructional, supervi-  
sional, and clerical duties are duties performed by teacher  
aides. However, full-time aides are not performing the  
same duties in all schools.

The survey also indicated that schools operating  
without a formal adopted set of guidelines for teacher  
aides should be encouraged to formulate and adopt one  
clearly defined job description.

The teacher aide educational program is an area in  
which elementary principals must exert positive leadership  
if they are to establish the fullest potential of teacher  
aides.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study has been directed toward how teacher aides are utilized in Washington State's elementary schools; to see if schools are following any specific or agreed upon plan for training and using aides; and to see if size of enrollment could be a contributing factor in the utilization of aides.

#### I. CONCLUSIONS

Instructional duties were the duties most commonly performed by teacher aides. However, principals regarded seven of these listed instructional duties as definitely duties not performed by aides, but reserved for certificated personnel.

Supervisional duties were the duties least likely to be performed by teacher aides in both large and small schools.

Clerical duties were shown to be a general function performed by teacher aides in both schools.

The two groups were in greatest disagreement regarding instructional and clerical duties performed by aides. This suggests that there is a conflict regarding the functional capacity of an aide in the total educational program.

Findings of the study show that there was disagreement between large and small elementary schools in Washington State regarding the overall utilization of full-time teacher aides. This indicates that no clear cut decisions as to what duties an aide should perform have yet evolved.

Results indicate that no apparent planned or structured program exists between the large and small schools in the utilization of their teacher aides. The survey also suggests that the enrollment of a school could be a factor in determining how teacher aides are being utilized. However, this point was not clearly determined.

The study was of value, because it pointed out that no planned or structured program exists in training of or using teacher aides in the schools; that aides can be of great assistance to a teacher; and that the enrollment of schools may have some bearing on or planning courses of study or job descriptions for training and using teacher aides for maximum benefit to the educational program.

## II. RECOMMENDATIONS

Based on the results of this study, the following recommendations are made:

1. A follow-up study might be conducted to determine if schools have changed the utilization of aides as they gain experience in the use of teacher aides.



2. Some method of periodically checking principals' views regarding the utilization of teacher aides might be evolved.
3. A yearly report might be sent to the Director of Educational Research in Olympia, Washington, by schools utilizing teacher aides. The report might consist of duties performed by aides, number of aides, the enrollment of the school, and grade span. A tabulated report of this data might be sent to all administrators so they would be able to use the information for planning future aide programs.
4. Results of this study show that teacher aides are performing a variety of duties. However, results also show that a definite need for guidelines and standards for utilization of aides does exist. Schools of Education should join with school administrators in developing plans for in-service training and utilization of teacher aides.
5. The results of this study show a need for stronger cooperation between administrators, teachers, and teacher aides. In-service workshops might be planned in an effort to become more aware of teachers' needs and to determine the areas in which aides need to improve. A questionnaire might be submitted to teachers and aides regarding areas of improvement. The results of this study might prove beneficial as a basis for a workshop on utilization of teacher aides.

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## APPENDICES

APPENDIX A

COVER LETTER FOR QUESTIONNAIRE

Questionnaire For Master's Thesis

To: Principals of elementary schools in Washington State

Dear Sir:

I am in the process of meeting the thesis requirements for my Master's Degree, along with my Principal credentials, from Central Washington State College. I am seeking your help in a project which might prove interesting and useful to us both. By obtaining answers from elementary principals who have full-time teacher-aides in their buildings, I hope to ascertain how these full-time aides are being utilized in the elementary schools in the State of Washington.

Although there are numerous demands on your time, I hope you will take a few minutes to fill out all pages of this questionnaire and return it in the stamped envelope provided.

No principal or school will be identified in the results of the study.

Thank you for your help.

Frederick W. Hasse  
4517 62nd Ave. E.  
Puyallup, Washington 98371

APPENDIX B  
FOLLOW-UP LETTER FOR QUESTIONNAIRE

April 1, 1969

Dear Sir,

In January, 1969, a questionnaire concerning teacher aides was sent to you. The returns of the questionnaire concerning the Utilization of Teacher Aides in the Elementary School have been coming in with good response. The cooperation on this part of the study has been most encouraging.

Please try to return your completed questionnaire in the near future. I would appreciate having it by the end of April. Enclosed is another questionnaire for your convenience.

Sincerely,

Frederick W. Hasse  
4517 62nd Ave. E.  
Puyallup, Washington 98371

APPENDIX C

QUESTIONNAIRE

Below is a suggested list of duties that a teacher's aide might perform. If the full-time teacher-aide fulfills any of the listed duties, put a check mark in the YES or NO column on the right

I. Instructional Duties

	Yes	No
1. Organizing recess time into directed games and activities . . . . .		
2. Help arrange field trips . . . . .		
3. Talking quietly with a pupil who is upset.		
4. Helping pupils move from one activity to another . . . . .		
5. Helping pupils learn to play together (such as sharing toys and materials, taking turns . . . . .		
6. Helping students look up information in a book . . . . .		
7. Taking responsibility for the class for a few minutes when the teacher is called away . . . . .		
8. Operating equipment, such as movie projector, slide projector, tape recorder . .		
9. Preparing audio-visual equipment and other instructional materials . . . . .		
10. Setting up audio-visual equipment and other instructional materials . . . . .		
11. Getting classroom ready for next day . . .		
12. Playing games with pupils, such as rhyming games, guessing games . . . . .		
13. Interest a pupil in some of the available activities . . . . .		



		Yes	No
14.	Listening to pupils talk about themselves, family, experiences . . . . .		
15.	Listening to a pupil tell a story . . . . .		
16.	Listening to a pupil read his own written story, etc. . . . .		
17.	Listening to a pupil read . . . . .		
18.	Assisting a slow pupil in finishing work or catching up . . . . .		
19.	Deciding what pupils need to do in a classroom . . . . .		
20.	Acting out stories with pupils . . . . .		
21.	Reading and telling stories to pupils . . . . .		
22.	Taking charge of a small group which is working on a special project while the teacher works with another group . . . . .		
23.	Deciding which pupils will need to work together in a reading group . . . . .		
24.	Explaining school rules to pupils . . . . .		
25.	Deciding what a pupil should study . . . . .		
26.	Helping pupils learn proper use of tools and equipment . . . . .		
27.	Helping pupils use a teaching machine . . . . .		
28.	Helping pupils to use programmed materials . . . . .		
29.	Providing leadership in introducing or discussing a film . . . . .		
30.	Telling a pupil what happened or helping him with subject material missed during absences . . . . .		
31.	Singing with a group of pupils . . . . .		
32.	Playing a musical instrument for the pupils. . . . .		

		Yes	No
33.	Working directly with students in a teacher-introduced art project, such as bulletin board, Christmas decoration, etc. . . . .		
34.	Helping pupils get ready for an assembly program . . . . .		
35.	Helping young children learn to use crayons, scissors, paste, paint, etc. . . . .		
36.	Showing pupils how to clean up and put away materials . . . . .		
37.	Helping pupils understand teacher's directions . . . . .		
38.	Helping pupils improve subject skills . . .		
39.	Helping pupils improve their manners . . . .		
40.	Helping slower pupils in the class . . . . .		
41.	Leads discussions on particular topics . . .		
42.	Uses tape recorder to tape activities, assignments, etc. . . . .		
43.	Handles discipline problems . . . . .		
44.	Dictate spelling words . . . . .		
45.	Takes charge of subject drill work . . . . .		
46.	Helping children develop handwriting skills.		
47.	Teaches music in the classroom . . . . .		
48.	Helps in settling child differences and disputes . . . . .		
49.	Assists with P.E. program . . . . .		
50.	Assists in gathering and preparing materials for arts and crafts . . . . .		
51.	Constructs tests for pupils, such as arithmetic, English, etc. . . . .		

		Yes	No
52.	Helps plan the school day . . . . .		
53.	Handles class interruptions, such as callers at the door . . . . .		
54.	Arrange for resource people and materials. .		
55.	Assist with personal needs of pupils . . . .		
56.	Arrange science, reading, or social studies corner, such as collecting and displaying pictures, objects, etc. . . . .		
II. Supervisional Duties			
1.	Putting on and taking off outdoor clothing (younger children) . . . . .		
2.	Supervising halls and doorways of school . .		
3.	Supervising playground before and after school . . . . .		
4.	Supervising recess time (free play) . . . .		
5.	Helping care for pupils in assembly programs		
6.	Taking a small group of pupils on a walk in the neighborhood. . . . .		
7.	Taking pupils to and from various places in school, such as lunchroom, nurses office, principal's office, etc. . . . .		
8.	Supervising noon lunch . . . . .		
9.	Taking groups of children on a trip . . . .		
10.	Assisting pupils in the library, such as picking out books, finding information, etc.		
11.	Assisting children in feeding classroom pets		
12.	Checking on temperature, fresh air, and lighting in the classroom . . . . .		

Yes No

- |  | Yes | No |
|--|-----|----|
| 13. Supervising pupils while watching television or a film . . . . . |     |    |
| 14. Helping with classroom housekeeping . . . . .                    |     |    |
| 15. Helping with children who become ill . . . . .                   |     |    |
| 16. Handles school bus loading . . . . .                             |     |    |

### III. Clerical Duties

- |   |  |  |
|---|--|--|
| 1. Checking daily on the health of the pupils . . . . .                         |  |  |
| 2. Giving first aid to a pupil . . . . .  |  |  |
| 3. Taking pupils home who are sick or hurt . . . . .                            |  |  |
| 4. Weighing and measuring pupils . . . . .                                      |  |  |
| 5. Filing and cataloging materials . . . . .                                    |  |  |
| 6. Duplicating materials . . . . .  |  |  |
| 7. Keeping records, such as attendance, tardiness, health records, etc. . . . . |  |  |
| 8. Checking supplies . . . . .  |  |  |
| 9. Collecting milk money, lunch money, selling tickets, etc. . . . .            |  |  |
| 10. Typing class materials, such as tests, study sheets, etc. . . . .           |  |  |
| 11. Corrects objective tests, notebooks, spelling, etc. . . . .                 |  |  |
| 12. Records grades in grade book . . . . .                                      |  |  |
| 13. Maintains records and reports of the pupils.                                |  |  |
| 14. Prepares bibliographies of poems, short stories, etc. . . . .               |  |  |
| 15. Type teacher correspondence to parents . . . . .                            |  |  |
| 16. Type and duplicate children's work . . . . .                                |  |  |

	Yes	No
17. Helping average out pupil grades . . . . .		
18. Helping fill out pupils report cards . . . . .		
19. Handles money for special funds, such as school fees, insurance, pictures, book clubs, etc. . . . .		
20. Distributes materials to pupils . . . . .		
21. Helps with library resource materials . . . . .		
22. Running errands for the teacher . . . . .		
23. Putting materials in storage . . . . .		
24. Helping schedule parent-teacher conferences and visitations . . . . .		
25. Sending for free or inexpensive materials. . . . .		
26. Gather, organize, and file resource unit material . . . . .		

Check One: School enrollment \_\_\_\_\_ 50 to 400 pupils  
 \_\_\_\_\_ 401 and above pupils

If your teacher-aides perform any duties other than those listed, please write them below.