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This study was designed to compare the methods of selection, preparation, and utilization of instructional teacher aides in the elementary schools in the State of Utah with the guidelines prescribed by the Utah State Board of Education for the selection, preparation, and utilization of instructional teacher aides. A descriptive questionnaire was mailed to each elementary school teacher in the State of Utah to whom an instructional teacher aide had been assigned during the 1969-70 school year. The questionnaire was also mailed to each elementary school principal in the state where an instructional teacher aide or aides were used during the same school year. An analysis of the data was conducted on the following: Criteria used in assigning instructional teacher aides to teachers. Preparations required of instructional teacher aides. Methods presently being used in the selection of instructional teacher aides. Present practices being followed in the State of Utah indicating who assigns responsibilities to instructional teacher aides. Responsibilities assigned to instructional teacher aides. Opinions of elementary teachers using instructional teacher aides as to the procedure they prefer in the assignment of duties to instructional teacher aides. Opinions of Elementary principals as to who should assign instructional teacher aides their responsibilities. The results of the study were as follows: All evidence indicates that the guidelines prescribed by the State Board of Education for selecting instructional teacher aides are being followed by the majority of school districts using instructional teacher aides in the State of Utah. It is evident that approximately half of the instructional teacher aides in the elementary schools in the State of Utah possess the academic preparation prescribed by the Utah State Board of Education. The duties being performed by the instructional teacher aides in the Utah elementary schools appear to be in accordance with those duties they could perform as recommended by the Utah State Board of Education. The Congressional Record is the official record of the proceedings and debates of the United States Congress. It is published daily when Congress is in session. The Congressional Record began publication in 1873. Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States (1789-1824), the Register of Debates in Congress (1824-1837), and the Congressional Globe (1833-1873) Some vols. include supplemental journals of "such proceedings of the sessions, as, during the time they were depending, were ordered to be kept secret, and respecting which the injunction of secrecy was afterwards taken off by the order of the House". Purpose of the Study The purpose of this study is to determine the direction of the emerging role of the teacher aide in Oregon Public Schools and to make recommendations on the basis of the

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findings of this study. Securing and Treating Data The data for this study were obtained from two major sources. (1) An examination was made of Oregon State Department of Education records relative to emerging teacher aide trends and employment practices in the public schools of Oregon, and (2) A questionnaire was distributed to school administrators, teacher and teacher aides in Oregon Public Schools soliciting responses to questions pertaining to the teacher aide movement. Findings The data from Oregon State Department of Education records reveal that the role of the teacher aide in Oregon Public Schools has changed over the past seven years. During the early 1960's teacher aides were primarily providing clerical assistance to the classroom teacher. Current teacher aide assignment practices indicate that the teacher aide is becoming more involved in the instructional program. The data compiled from the questionnaire indicates that although the teacher aide is becoming more involved in the instructional programs in Oregon Public Schools approximately 10% (percent) of the Oregon educators support this trend, Recommendations Concerning Teacher Aides in Oregon Public Schools The following summary of recommendations is based upon the data collected during this investigation. 1. Teacher aides in Oregon Public Schools should be classified according to function. 2. Teacher aides in Oregon Public Schools should be selected on the basis of established criteria for selection. 3. Teacher aides in Oregon Public Schools should receive training commensurate with their function. 4. Teacher aides in Oregon Public Schools should become members of instructional teams in new school staffing patterns. 5. Teacher aides in Oregon Public Schools should be employed to supplement rather than supplant the role of the teacher. Recommendations for Further Study Further studies should be conducted to assess the benefits to be derived by the student who is placed with a differentiated staff of instructors. Secondly, as the teacher aide becomes more involved in the instructional program the teacher's role will change accordingly. There will be a need to assist teachers in their adjustment to this changing role. Similarly, there will be a need to define the professional act of teaching. Can teacher aides be trained on-the-job to perform some of the tasks that teachers are now performing, and if so, can we construe these tasks to be professional? The implications for a change in the professional status of the teacher in terms of services to be performed is worthy of deep concern and further study. "As the security challenges facing Linux system and network administrators have grown, the security tools and techniques available to them have improved dramatically. In Linux firewalls, fourth edition, long-time Linux security expert Steve Suehring has revamped his definitive Linux firewall guide to cover the important advances in Linux security."--Page 4 de la couverture This bibliography was prepared to stimulate needed research and to disseminate information on opportunities for the poor and culturally disadvantaged as semi-professionals in human service occupations. About 150 annotations are contained in this bibliography referring to articles written since 1964. Section I lists works of general information about semi-professional careers and data on combined human services, physical and mental health, education, rehabilitation and social services, and miscellaneous occupations. Section ii cites six sources of information on jobs which involve participation in community action, planning, or administration, and documents in Section iii concern testing and selection procedures for semi-professionals. Additional resource information includes a selected listing of publications which regularly feature articles on the subject and research centers which develop, collect, and disseminate information in this field.