

1136 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

b) Inservice

That there be a comprehensive, continuing, in-depth program of development and supervision of auxiliaries closely integrated with a long term program of stable, open-ended employment, so that each level of work responsibility will have comparable training available.

That mechanisms for process observations and feed-back be developed with a spirit of openness to suggestion so that dynamic role concepts and relationships may emerge which are relevant to each specific situation.

c) Higher education (on work-study basis)

That the cooperation of 2-year and community colleges be sought in the development of programs for auxiliaries who would move into roles requiring more knowledge and skills than at the entry level; for example, library-aides might have one or two years' training in the librarian's role.

That the cooperation of colleges of teacher education and departments of education in institutions of higher learning be sought in two respects, first by providing educational opportunities for auxiliaries who desire to qualify for advancement to the professional level, and second by incorporating into their curricula the expanded role concept of the teacher in collaborative education.

Since the demonstration programs conducted during the summer of 1966 were primarily for the purposes of role development and training, the third focus of the study—institutionalization—was not a component of these demonstrations except in the programs conducted by school systems: Detroit, Puerto Rico, and Gary, Indiana. However, in every training program, the need for institutionalization was stressed by staff and participants alike. They believed that the anticipated benefits had been realized in their training experience, but they also believed that training for jobs that were not stable or at best dead-end would be frustrating to the participants. The following recommendations on institutionalization are, in effect, a look into the future rather than a look backwards at the Summer Institutes. They represent the needed developments, as perceived by innovators in this field, for the optimum effectiveness of auxiliary personnel in American education.

3. Institutionalization

That when and if a school system decides to utilize auxiliary personnel, the program be incorporated as an integral part of the school system, not treated as an extraneous adjunct to the system.

That goals be thought through carefully, stated clearly, and implemented by means of definite procedures.

That there be cooperative planning by the school systems, local institutions of higher learning and the indigenous leadership of the community served by the schools, both before the program has been inaugurated and after it has been institutionalized.

That each step on the career ladder be specified in terms of functions, salaries, increments and role prerogatives, moving from routine functions at the entry level to functions which are more responsible and more directly related to the learning-teaching process.

That professional standards be preserved and that all tasks performed by teacher-aides be supervised by a teacher.

That encouragement of those who desire to train and qualify for advancement be expressed in such a way that others who prefer to remain at the entry level feel no lack of job satisfaction, status, and recognition of the worth of their services—in other words, that there should be *opportunity* but not *compulsion* for upward mobility.

That time be scheduled during the school day or after school hours with extra compensation¹ for teachers and auxiliaries and other professional-non-professional teams to evaluate their experiences and plan together for the coming day.

That the quantity and quality of supervision be re-examined in the light of the needs of this program.

That the personal needs and concerns of both professionals and auxiliaries be dealt with in counseling sessions as they adjust to a new and sometimes threatening situation.

¹ This arrangement would vary according to the pattern established in each school system.