

**A STUDY OF A TEACHER AIDE PROGRAM**

**AN ABSTRACT OF**

**A THESIS**

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**by**  
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Teacher aides are becoming more and more a part of the overall educational planning of many school systems. This year New Milford has incorporated teacher aides within the first three grades. There are six teacher aides. Three aides at the East Street School, two aides at Main Street School, and one aide at Main Annex. This program is unique because it was initiated by teachers, planned by teachers, and is being supervised by teachers.

The use of aides is not new. Some form of the use of teacher aides can be traced to the Hindus of India. It has only been recently that the total potential of their services has been explored. The two most recent studies which have been of considerable value in this field are the Yale-Fairfield Study and the Bay City Michigan Plan.

The purpose of this study is twofold: (1) to show the development of a teacher aide program, and (2) to evaluate this program. The program is traced from the initial request to the Board of Education, to the development of the various services the aides can perform, to the training of the teacher aides, and to the organizational framework in the overall supervision of this program.

The following evaluation instruments were used: (1) teacher interviews, and (2) a time study. Seven questions

were developed to be asked the teachers in the first three grades. They were as follows: (1) Do you think that this program is of value? (2) What are some of the areas in which a teacher aide has been of value to you? (3) Are the enclosed Lists of Suggestions varied enough for your use? (4) Would you like to see changes made in this program? If so what are your suggestions? (5) Since having the services of a teacher aide, have you been able to give more time to individual children? (6) What methods or procedures have been successful in your work with individual children? And (7) What methods or procedures have not been successful?

The time study covered an eleven-week period. Each aide is required to make a daily Duty Log. Each hour of their daily activities is recorded. The Duty Log is divided into four classifications: (1) clerical, (2) planning, (3) supervision, and (4) assistance in the classroom. An overall picture of all the aides together in the same categories would total the following: Clerical, 31%; Planning, 18%; Supervision, 29.2%; and Assistance in the Classroom, 21.8%.

This program is new this year and it is still too soon to come to any definite conclusions, although there is strong evidence pointing to the success of this teacher aide program. The teachers were all agreed as to the value of this program. The children are receiving added attention. The following have been of value in this area: enrichment work, reinforcement work, drill work, oral reading, practice formation of

both numbers and letters, individual attention to the withdrawn child, and added individual attention by the teacher for those children who require it. The teachers have been apparently freed of the pressure of completing the non-essential duties. The evidence, at this stage of the program, points to its being a success. It must be stressed that another evaluation should be done before it is possible to say that the program is a complete success.