

***Teacher Assistant
Guidelines***

for

Standards and Evaluation

New  Brunswick

Department of Education
Student Services Branch (Anglophone)
P. O. Box 6000
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**TEACHER ASSISTANT
GUIDELINES**

May, 1994



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INTRODUCTION

Teacher assistants have become valuable members of the educational support staff for students with special academic, physical and/or behavioural needs. Often the support provided by a teacher assistant is the essential component in the successful inclusion of special needs students.

As teacher assistant support has increased steadily over the past several years, the need to clarify specific job functions, the quality of support given to students and the responsibilities of the educational staff working with the teacher assistant has become imperative.

This document is to assist teachers, principals, district level personnel and teacher assistants in clarifying the standards for the employment, job functions and evaluation of teacher assistants.

TEACHER ASSISTANT

DEFINITION

This is work of limited complexity primarily in assisting teachers in the performance of their duties. Work is under the supervision of a teacher and involves providing assistance to individuals and groups of students. Work includes providing assistance in classrooms, libraries, shops and laboratories; assisting in supervision of students; assisting with the preparation of teaching aids and the assembly of materials as directed by the teacher, assist in maintaining records, and generally assisting teachers in functions designed to fulfil the instructional, social and/or behavioural goals and objectives as planned by the teacher; performing various other general support duties, and assisting with the physical needs of exceptional students.

DESIRABLE TRAINING AND EXPERIENCE

Graduation from high school supplemented by completion of an approved training course related to the field of work and experience or demonstrated ability in dealing with children; or any equivalent combination of training and experience. Specific special skills or training may also be required.

Collective Agreement 0343-261
Revised 03-90

STAFF RESPONSIBILITIES

I. SCHOOL ADMINISTRATORS

A. MANAGEMENT AND SUPERVISION

1. Teacher assistants are assigned to teachers and schools.
2. Teacher assistants are a part of the school staff, thus their management, supervision and evaluation is the responsibility of school principals.
3. Principals may designate their vice-principal(s) to assist in the management, supervision and evaluation of teacher assistants.
4. Administration, classroom teachers and resource staff should work together in scheduling, assigning responsibilities, and supervising teacher assistants.
5. When appropriate, teacher assistants should be invited to attend meetings such as, team meetings, staff meetings, school in-service, case conferences and parent/teacher interviews.
6. If teacher assistants are required to attend meetings, adjustments to their scheduled working hours should be made to allow for their participation.

B. SCHOOL AND DISTRICT POLICIES AND PROCEDURES

1. School administrators are to inform teacher assistants of relevant school and district policies, procedures and rules such as, first aid administration, medication administration, non-aversive practices, and sick day/storm day procedures.
2. Relevant policies, procedures and rules should be given to teacher assistants in writing.

C. TRAINING

1. School administrators in collaboration with the school district will arrange for the training needs of teacher assistants. Specific training needs may be required for lifting, feeding, administering medication, and catheterization.

D. DOCUMENTATION OF JOB FUNCTION AND EXPECTED PERFORMANCE

1. School administrators should communicate to teachers and teacher assistants verbally and in writing the teacher assistants' schedule, specific job functions and performance expectations. (See pages 7 - 11 for Performance Expectations.)
2. It is the school administrator's responsibility to make certain that the teacher assistants' job functions are implemented in accordance with their job specifications i.e., performing non-teaching job functions under the supervision of a teacher or school administrator.

E. EVALUATION OF JOB FUNCTIONS AND PERFORMANCE

1. School administrators are responsible for the monitoring and evaluation of teacher assistants' specific job functions and performance.
2. The Teacher Assistant Evaluation form given in this document may be used to conduct evaluations.
3. A School-based Resource Team should be formed comprised of a school administrator, appropriate classroom and resource teacher(s), as well as guidance counsellors). This school-based team should be a part of the monitoring and evaluation process.

F. WORK SCHEDULE

1. School administrators are responsible for ensuring that the working hours of teacher assistants, as established by the school district, are adhered to as described in the Collective Agreement.*
2. The length of lunch breaks and the time that the teacher assistants' workday starts and finishes depends on the specific needs of the teachers and students being supported.
3. Flexibility in scheduling should occur. A longer noon hour may be necessary for teacher assistants when students need additional support at the beginning and/or end of the school day.
4. Adjustments to the teacher assistants' schedule may need to be made to accommodate their attendance at staff meetings, team meetings and case conferences.

* As per the Collective Agreement the teacher assistants' break for lunch is a minimum of one half hour. The lunch break is not part of the hours worked per day by teacher assistants. One fifteen minute break must be taken for every three consecutive hours worked. The fifteen-minute break(s) are included in the allocated hours for the teacher assistants.

II. TEACHERS

A. CLASSROOM TEACHERS

Classroom teachers to whom teacher assistants are assigned give direction and supervision; it is also their responsibility:

1. to inform teacher assistants of classroom procedures and rules, and methods of classroom management;
2. to help identify, in collaboration with the teacher assistant, the teacher assistants' specific job functions based on needs of the student(s);
3. to document identified job functions which are to be in accordance with the teacher assistants' job specifications;
4. to provide input regarding the evaluation of the teacher assistants;
5. to inform school administrators when special needs students are absent so that the teacher assistants' schedules can be adjusted;
6. to invite teacher assistants' participation in extra curricular class and school functions;
7. to implement communication with teacher assistants through documentation (e.g. communication book, log book), regular meetings for collaborative monitoring, and discussion;
8. to model the confidentiality of the student-school relationship;
9. to allow opportunities for teacher assistants to have input into program adaptations;
10. to resolve conflicts with teacher assistants at the classroom level first, school level second and school district office level third.

B. RESOURCE TEACHERS

In addition to the responsibilities given above to the classroom teachers, resource teachers are responsible for the following:

1. to help develop teacher assistants' schedules with accommodations for times when students are absent.
2. to help identify the in-service needs of the teacher assistants.
3. to assist in the facilitation and provision of in-service training.

PERFORMANCE EXPECTATIONS

TEACHER ASSISTANT PERFORMANCE EXPECTATIONS

The Teacher Assistant Performance Expectations may be used as a guideline in evaluating each teacher assistant's job performance. Specific job functions are listed under seven categories. Each teacher assistant should be provided with a copy of this section.

I. PROFESSIONAL BEHAVIOUR

- A. Promotes an atmosphere of respect for children and adults.
- B. Demonstrates ethical and confidential behaviour.
- C. Demonstrates an appropriate and independent use of time.
- D. Demonstrates responsible behaviour towards attendance and work schedule.
- E. Addresses conflicts with teachers at the classroom level first, school level second, and school district level third.
- F. Participates in school, district and provincial in-service activities.
- G. Makes a positive contribution to the school's functions and activities.

II. RAPPORT WITH STUDENTS

- A. Shows enthusiasm when working with students.
- B. Shows patience and understanding toward students.
- C. Demonstrates an understanding of fostering independence within special need students.
- D. Treats students in a respectful, responsible and fair manner with due consideration to the students' physical, social and psychological development.
- E. Maintains effective and cooperative relationships with students.
- F. Demonstrates appropriate responses to student initiated interactions.

III. TEAM SUPPORT

- A. Participates cooperatively whenever acting as a member of the school-based team.
- B. Demonstrates effective communication skills with teachers, other support personnel and school administrators.
- C. Shares relevant information for team meetings, case conferences, and parent/teacher interviews.
- D. Uses established communication systems with teachers through documentation (e.g., communication book, log book) and regular meetings for collaborative monitoring and discussion.
- E. Communicates with parents as directed by the classroom teacher.

IV. INSTRUCTIONAL SUPPORT

- A. Helps students with assigned tasks and class work, reinforcing concepts presented by the teacher.
- B. Monitors independent or small-group work.
- C. Listens to students read.
- D. Reads to students.
- E. Demonstrates a sense of when either the teacher or a student needs assistance.
- F. Adapts materials as planned and directed by the teacher.
- G. Acts as a note-taker or scribe, if required.
- H. Assists students in meeting their assigned goals within community settings.
- I. Records required information on student activities as directed by the teacher.
- J. Provides for a safe and comfortable environment.

V. IMPLEMENTATION OF SPECIAL EDUCATION PLANS

- A. Carries out teacher directed activities to reach the student's established goals on an individual basis or within a group.
- B. Assists with the preparation of specialized teaching aids and materials as planned by the teacher.
- C. After appropriate training, carries out the recommendations provided by consultants (e.g., occupational therapist, physiotherapist, speech/language pathologist).
- D. After appropriate training, uses appropriate reinforcement strategies such as prompting, modelling, and shaping.
- E. Provides modelling and guidance when implementing activities that integrate children with special needs.

VI SOCIAL/BEHAVIOURAL SUPPORT

- A. Uses a consistent behaviour support system when working with students.
- B. Provides students with feedback and reinforcement on the students' performance consistent with the teachers' behaviour management plan.
- C. Helps build students' self-esteem.
- D. Redirects inappropriate and detrimental behaviours in a positive manner.
- E. Reinforces and encourages appropriate behaviour in a group and among individuals.
- F. Monitors students within and outside of the classroom.
- G. Monitors time out.
- H. Observes and records students' behaviour in accordance with the teacher's plan.
- I. Encourages caring and helping behaviours among students.
- J. Provides opportunities and activities for students to participate with peers.

- K. Demonstrates skill in providing group management strategies during classroom instruction and transition periods.

VII. NON INSTRUCTIONAL SUPPORT

- A. Makes instructional materials (e.g., games, posters, booklets).
- B. Makes displays and bulletin boards.
- C. Locates and displays instructional materials.
- D. Performs teacher directed clerical duties (e.g., typing, duplicating, correcting, recording).
- E. Assists with school supervision duties (e.g., bussing, yard, lunch, work site).
- F. Assists individual students with physical needs (e.g., feeding, lifting, mobility, exercising, cleaning, dressing, toileting, etc.)
- G. Gives medication and records appropriately according to school district policy.
- H. After appropriate training, performs specific medical procedures (e.g., catheterization, taking blood pressure, administering hypodermic needles, etc.)

**TEACHER ASSISTANT JOB FUNCTIONS,
EVALUATION
AND
COMPETENCY PROFILE**

TEACHER ASSISTANT EVALUATION

An evaluation for each teacher assistant should be conducted twice yearly. As stated previously, it is the responsibility of the school principal to carry out the evaluation in collaboration with the school-based resource team. The following Teacher Assistant Job Functions form, Evaluation form and Teacher Assistant Competency Profile are given to assist principals in documenting the job functions and evaluation of teacher assistants for whom they are responsible. Administrators are free to make as many copies of these documents as are needed. A copy of each teacher assistant's job functions and evaluation should be kept on file according to school district policy/practice.

TEACHER ASSISTANT EVALUATION

NAME OF TEACHER ASSISTANT: _____

SCHOOL: _____

DATE OF EVALUATION: _____

EVALUATION COMPLETED BY:

PRINCIPAL: _____

SCHOOL-BASED TEAM MEMBERS:

...Teacher Assistant Evaluation continued.

CONCLUSIONS:

Principal's Comments:

I consider the performance of

(Name of Teacher Assistant)

for the period of _____ to _____ to be
(Reporting dates)

_____ Satisfactory

_____ Less than Satisfactory

Principal's Signature: _____

Date: _____

Teacher Assistant's Comments:

The signature below indicates that I have received and read a copy of the evaluation of my job performance and does not necessarily indicate agreement.

Teacher Assistant's signature: _____

Date: _____

TEACHER ASSISTANT COMPETENCY PROFILE

The Teacher Assistant Competency, Profile is to be used as a guideline in evaluating each teacher assistant's job performance. Specific job functions are listed under seven categories. A five point rating scale (1 indicating low, 5 indicating high performance, and N/A indicating not applicable) is given for each job function. For each job function, circle the number which most appropriately rates the teacher assistant's job performance. Criteria are given below each category to assist in rating the job functions in that category.

I. PROFESSIONAL BEHAVIOUR

	RATING SCALE
A. Promotes an atmosphere of respect for children and adults.	1 2 3 4 5 N/A
B. Demonstrates ethical and confidential behaviour.	1 2 3 4 5 N/A
C. Demonstrates an appropriate and independent use of time.	1 2 3 4 5 N/A
D. Demonstrates responsible behaviour towards attendance and work schedule.	1 2 3 4 5 N/A
E. Addresses conflicts with teachers at the classroom level first, school level second, and school district level third.	1 2 3 4 5 N/A
F. Participates in school, district and provincial in-service activities.	1 2 3 4 5 N/A
G. Makes a positive contribution to the school's functions and Activities.	1 2 3 4 5 N/A

CRITERIA FOR RATING PROFESSIONAL BEHAVIOUR COMPETENCIES

1	3	5
Requires constant supervision to complete tasks. Depends on others to identify needs and solutions. Low interest in training. Does not follow established procedures and policies.	Requires little supervision to complete assigned tasks. Engages in activities with students. Accepts constructive advice and direction. Willing to participate in training sessions.	Is aware of and carries out assigned tasks in an independent fashion. Demonstrates behaviour that respects boundaries of supervision. On-going self-evaluation. Actively seeks and obtains appropriate resources and training. Follows policies and procedures set by school or district. Dependable attendance and provides as much notice as possible in the event of illness.

ADDITIONAL COMMENTS:

II. RAPPORT WITH STUDENTS

- A. Shows enthusiasm when working with students. 1 2 3 4 5 N/A
- B. Shows patience and understanding toward students. 1 2 3 4 5 N/A
- C. Demonstrates an understanding of fostering independence within special needs students. 1 2 3 4 5 N/A
- D. Treats students in a respectful, responsible and fair manner with due consideration to the students' physical, social and psychological development. 1 2 3 4 5 N/A
- E. Maintains effective and cooperative relationships with students. 1 2 3 4 5 N/A
- F. Demonstrates appropriate responses to student initiated interactions. 1 2 3 4 5 N/A
- G. Provides a positive role model for students. 1 2 3 4 5 N/A

CRITERIA FOR RATING RAPPORT WITH STUDENTS COMPETENCIES

1	3	5
Lacks interest in students. Appears bored. Does not listen to students. Becomes irritated when students fail. Demonstrates dominant behaviour over students. Does not allow students to attempt activities with independence.	Is as responsive to students at the end of the day as at the beginning. Facilitates opportunities for student success. Communicates encouragement, not frustration or impatience.	Exhibits an established rapport with children and keeps communication open and active. When working with students, shows enthusiasm, patience, understanding and humour. Facilitates appropriate self generated behaviours in students.

ADDITIONAL COMMENTS:

III. TEAM SUPPORT

		RATING SCALE					
A.	Participates cooperatively whenever acting as a member of the school-based team.	1	2	3	4	5	N/A
B.	Demonstrates effective and appropriate communication skills with teachers, other support personnel and school administrators.	1	2	3	4	5	N/A
C.	Shares relevant information for team meetings, case conferences, and parent/teacher interviews.	1	2	3	4	5	N/A
D.	Uses established communication systems with teachers through documentation (e.g., communication book, log book) and regular meetings for collaborative monitoring and discussion.	1	2	3	4	5	N/A
E.	Communicates with parents as directed by the classroom teacher.	1	2	3	4	5	N/A

CRITERIA FOR RATING TEAM SUPPORT COMPETENCIES

1	3	5
A negative or non-professional relationship exists. Avoids other staff. Responds defensively to new ideas. Critical of other staff or administration. Does not use the established communication system.	A relationship exists, but it may be tenuous due to inadequate communication. In general, the quality of the professional relationship is positive. Uses established communication system.	Effectively exhibits positive interactions with team members, other staff and administration. Uses effective and appropriate communication skills. Attends meetings and makes a positive contribution.

ADDITIONAL COMMENTS:

IV. INSTRUCTIONAL SUPPORT

RATING SCALE

A.	Helps students complete assigned tasks and class work, reinforcing concepts presented by the teacher.	1	2	3	4	5	N/A
B.	Monitors independent or small-group work.	1	2	3	4	5	N/A
C.	Listens to students read.	1	2	3	4	5	N/A
D.	Reads to students.	1	2	3	4	5	N/A
E.	Demonstrates a sense of when either the teacher or a student needs assistance.	1	2	3	4	5	N/A
F.	Adapts materials as planned and directed by the teacher.	1	2	3	4	5	N/A
G.	Acts as a note-taker or scribe, if required.	1	2	3	4	5	N/A
H.	Assists students in meeting their assigned goals within community settings, when this is applicable.	1	2	3	4	5	N/A
I.	Records required information on student activities, as directed by the teacher.	1	2	3	4	5	N/A
J.	Provides for a safe and comfortable environment.	1	2	3	4	5	N/A

CRITERIA FOR RATING INSTRUCTIONAL SUPPORT COMPETENCIES

1	3	5
Focuses on one student. Not aware of other students in group. Little or no reinforcement given to students.	Is aware of group needs but may require a lot of direction from classroom teacher for group management. Provides some opportunity to practise learned skills outside classroom. Is able to attend to group or student requiring assistance, but only able to deal with one situation at a time.	Demonstrates skill in anticipating needs of a group. Requires minimal direction from classroom teacher in group management. Spontaneously gives attention where needed. Looks for opportunities for transfer of skills learned throughout the day. Easily adapts to situation at hand.

ADDITIONAL COMMENTS:

V. IMPLEMENTATION OF SPECIAL EDUCATION PLANS

RATING SCALE

- A. Carries out teacher directed activities to reach the students' established goals on an individual basis or within a group. 1 2 3 4 5 N/A
- B. Assists with the preparation of specialized teaching aids and materials as planned by the teacher. 1 2 3 4 5 N/A
- C. After appropriate training, carries out the recommendations provided by consultants (e.g., occupational therapist, physio-therapist, speech/language pathologist). 1 2 3 4 5 N/A
- D. Uses appropriate reinforcement strategies such as prompting, modelling, and shaping. 1 2 3 4 5 N/A
- E. Provides modelling and guidance when implementing activities that integrate children with special needs. 1 2 3 4 5 N/A

**CRITERIA FOR RATING IMPLEMENTATION
OF SPECIAL EDUCATION PLANS COMPETENCIES**

1	3	5
Does not follow planned activities. Little follow through in carrying out recommendations of consultants. Little or no reinforcement given.	Assists in the planning of activities when appropriate. Organizes materials in advance. Follows teacher's plans including objectives, materials and procedures. Usually responds cooperatively to requests by consultants but may need to be reminded or assisted. Positive reinforcement is evident.	Assists teachers in presenting appropriate materials and tasks. Assists teachers in adjusting task difficulty to meet the needs of the students. Adapts quickly to changes. Uses materials as directed by the teacher to meet developmental and instructional objectives. Cooperates fully with careful implementation of recommendations of consultants. Student independence is promoted and teacher assistant's expectations are appropriate.

ADDITIONAL COMMENTS:

VI. SOCIAL BEHAVIORAL SUPPORT

RATING SCALE

A.	Uses a consistent behaviour support system when working with students.	1	2	3	4	5	N/A
B.	Provides students with feedback and reinforcement on the students' performance consistent with the teacher's behaviour management plan.	1	2	3	4	5	N/A
C.	Helps build students' self-esteem.	1	2	3	4	5	N/A
D.	Redirects inappropriate and detrimental behaviours in a positive manner.	1	2	3	4	5	N/A
E.	Reinforces and encourages appropriate behaviour in a group and among individuals.	1	2	3	4	5	N/A
F.	Monitors students within and outside of the classroom.	1	2	3	4	5	N/A
G.	Monitors time out.	1	2	3	4	5	N/A
H.	Observes and records student behaviour and progress in accordance with the teacher's plan.	1	2	3	4	5	N/A
I.	Encourages caring and helping behaviours among students.	1	2	3	4	5	N/A
J.	Provides opportunities and activities for students to participate with peers.	1	2	3	4	5	N/A
K.	Demonstrates skill in providing group management strategies during classroom instruction and transition periods.	1	2	3	4	5	N/A

CRITERIA FOR RATING SOCIAL/BEHAVIORAL SUPPORT COMPETENCIES

1	3	5
No system of behavioural support is established or utilized. Uses behaviour management strategies inconsistent with teacher's behaviour management plan. Focus is on negative behaviour. Inconsistent consequences for inappropriate behaviour. Uses punishing or derogatory remarks.	A behaviour system is u Carries out behaviour management plan designed by teacher, but may be inconsistent from time to time. Inappropriate behaviour is redirected, but no attempt is made to facilitate self-control in the student. The adult serves as the only controlling factor. Positive reinforcement of most appropriate target behaviours. Tone of setting usually positive.	Consistent adherence to behaviour plan as designed by teacher. Appropriate behaviour support is established and utilized daily with consistency. Expectancies are based on goals for each student. Consequences are reasonable and administered with respect. Provides teacher with ongoing feedback. Focuses on the facilitation of self-control and promotion of social/emotional growth.

ADDITIONAL COMMENTS:

VII. NON INSTRUCTIONAL SUPPORT

RATING SCALE

- A. Makes instructional materials (e.g., games, posters, booklets). 1 2 3 4 5 N/A
- B. Makes displays and bulletin boards. 1 2 3 4 5 N/A
- C. Locates and displays instructional materials. 1 2 3 4 5 N/A
- D. Performs teacher directed clerical duties (e.g., typing, duplicating, correcting, recording). 1 2 3 4 5 N/A
- E. Assists with school supervision duties (e.g., bussing, yard, lunch, work site). 1 2 3 4 5 N/A
- F. Assists individual students with physical needs (e.g., feeding, lifting, mobility, exercising, cleaning, dressing, toileting, or any other documented physical requirements). 1 2 3 4 5 N/A
- G. Gives medication and records appropriately according to school district policy. 1 2 3 4 5 N/A
- H. After appropriate training, performs specific medical procedures (e.g., catheterization, taking blood pressure, administering hypodermic needles, or any other documented medical procedures). 1 2 3 4 5 N/A

CRITERIA FOR RATING NON-INSTRUCTIONAL SUPPORT COMPETENCIES

1	3	5
Requires constant supervision to carry out preparation of materials, clerical duties or supervision. Does not consider assisting students with physical needs and/or medical procedures as a job function or is reluctant and complains about carrying out these duties.	Follows teacher's directions in making, locating and displaying instructional materials. Assist with supervision, physical and medical needs of students.	Is eager and creative in making instructional materials. Quickly understands their use and appropriateness. Performs clerical duties and anticipates their need. Assists students with physical and medical needs with care, understanding and dignity.

ADDITIONAL COMMENTS: