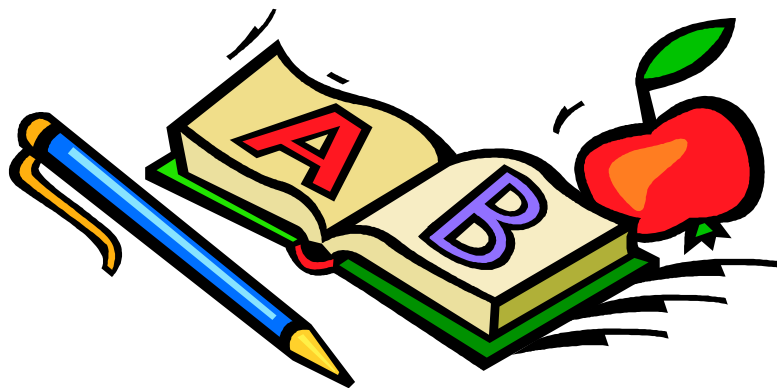


# ASSISTANT TEACHER HANDBOOK

CHARLESTON ELEMENTARY SCHOOL

CHARLESTON, MISSISSIPPI



SCHOOL YEAR 2015-2016

THIS BOOK IS THE PROPERTY OF

---



## INTRODUCTION FOR THE ASSISTANT TEACHER

### **OUR BELIEF SYSTEM AT CHARLESTON ELEMENTARY SCHOOL**

#### **REFLECTING A COMMON CORE OF VALUES ALL OF US SHARE**

It is our belief that ALL TEACHERS AND STUDENTS WILL ACHIEVE and be successful.

It is our belief that all teachers and students will RESPECT themselves and others.

It is our belief that teachers and students are RESPONSIBLE for our actions and learning.

It is our belief that only POSITIVE COMMENTS AND ACTIONS are conveyed beyond the entry points of each building.

It is our belief that we establish and MAINTAIN SAFETY for all.

Why Are We Here?  
Who Do We Serve?  
What is Our Job?

What Do We See As Our Contribution?

## *Assistant Teachers Are Important to Student Success*

*Assistant teachers, you are important to the success of our school. Each day you help nurture and educate our children at Charleston Elementary. As you go about your duties you touch the lives of many children and influence their future.*

*We thank you for providing a positive role model for positive attitudes and work ethics.*

### Every Classroom Is Enriched By An Assistant Teacher

Children gain by interacting with other children and with adults who are knowledgeable and caring. Your role as an assistant teacher at Charleston Elementary School serves a vital function in our system by providing additional supportive adults that allow children to work, play, and develop healthy attitudes toward school, their teachers and their classmates. We encourage you to share your talents, enthusiasm and knowledge with us and hope you have a wonderful, rewarding experience as an assistant teacher.



Sincerely,

Rebecca Bloodworth, Principal  
Charleston Elementary

July							August							September							Dates and Events
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	July 30 Pre-registration
			1	2	3	4							1			1	2	3	4	5	August 3-5 Teachers' First Days - PD
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	August 6 Students' First Day /Student
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	September 3 Progress Reports
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	September 7 Labor Day (No School)
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				September 11 9/11 Remembrance
							30	31													September 21 School Day Pictures
October							November							December							October 6-9 First Nine Weeks Exams
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	October 5-9 Fire Prevention
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	October 12 Columbus Day/ PD
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	October 15 Report Cards Go Out
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	October 26-30 Red Ribbon Week
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	November 5 Progress Reports go out
25	26	27	28	29	30	31	29	30						27	28	29	30	31			November 13 Fall Fun Day
																					November 16-20 Anti Bullying week
January							February							March							November 16 - Santa Pictures
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	November 23-27 Thanksgiving Holidays
					1	2		1	2	3	4	5	6			1	2	3	4	5	December 10 Christmas Play
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12	Dec. 14-18 End of Semester Exams
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19	December 18 Dismiss at 1:00)
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26	Dec. 21 – Jan 2 Christmas Holidays
24	25	26	27	28	29	30	28	29						27	28	29	30	31			January 4 Teachers First Day PD
31																					January 5 Students First Day
April							May							June							January 7 Report Cards go out
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	January 18 King-Lee (No School)
					1	2	1	2	3	4	5	6	7			1	2	3	4	January 26 Class group Pictures	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	January 28 Progress Reports go out
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	Feb 12 Father Daughter Dance
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	February 22 Spring Pictures
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			February 22-26 Dental Health Week
																					March 1-4 Third Nine Weeks Test
PTO Dates													March 10 Report Cards go out								
July 30 10:00-2:00 PTO Community Back to School Bash/McKinney Vento													March 11 Mom Prom								
August 20 PTO Open House/Intro of Officers/Test Data Presentation to Community & Staff													March 14 – 18 Spring Break								
September 14 PTO Prek-4 Grandparents Day													TBA MKAS2 3rd Grade Reading Test								
October 30 PTO Healthy Halloween													March 24 Easter Egg Hunt (Tentative)								
November 17 PTO Thanksgiving and Internet safety night (1st Grade)													March 25 (Good Friday-No School)								
December 8 PTO Game Night (PreK)													March 28 PD for Teachers								
January 12 PTO Health and Fitness (Kindergarten)													April 7 Progress Reports go out								
February 4 PTO Reading (3rd Grade)													April 7-8 Pre-K Registration								
March 29 PTO Math Madness (All)													April 28 Kindergarten Play								
April 19 PTO Science (4th Grade)													TBA Test EOY 3-10								
May 10 PTO Movie night (Special teachers)													May 12 Awards Day								
													May 13 Field Day								
													May 17-19 Exams								
													TBA MKASK make-up								
													May 19 Students Last Day (60 %)								
													May 20 Teachers' Last Day Graduation								
													May 30 Memorial Day Holiday								
													May 24 Students' last day if inclement weather is needed								
													May 25 Teachers' last day if inclement weather is needed								
													TBA Mississippi Extension Farmtastic								

## ROLE OF THE ASSISTANT TEACHER

*The following are some duties and responsibilities of the assistant teacher. A few classrooms and students will require some designated tasks and responsibilities that may not be listed below. Please do not limit yourself to the duties stated in this handbook, but use this only as a guide to establish your job role as an assistant teacher.*

### The assistant teacher will:

- ✍ Be administratively supervised by the elementary principal and be directed daily under the supervision of a certified classroom teacher
- ✍ Attend and actively participate in in-service training programs
- ✍ Assist as directed in improving students' reading, math, and other content area skills (This includes a strong presence in the intervention process of Rtl and the interventions for struggling students.)
- ✍ Operate within school district policies and procedures
- ✍ Promote a "POSITIVE IMAGE AND ATTITUDE" of the school district program to the public
- ✍ Promote positive verbal communication regarding our school and district both in the school setting and out of the school setting
- ✍ Be an effective role model for grade school students
- ✍ Work harmoniously with staff and students
- ✍ Contribute to the development and implementation of a successful instructional program
- ✍ Expect student work to be the best possible for every child
- ✍ Look for ways to meet the needs of every child

## **DISCIPLINE AND CLASSROOM MANAGEMENT EXPECTATIONS**

The assistant teacher will:

- ✎ Always refrain from embarrassing a child
- ✎ Always refrain from calling students degrading names
- ✎ Always use acceptable phrases such as “Let’s please get the noise level down” (Never use negative phrases such as “Shut up” or “Shut your mouth”.)
- ✎ Always follow and enforce the rules set by the teacher and the school
- ✎ Remember that discipline should be handled by the teacher or administrator but that great classroom management skills eradicate the need for discipline measures
- ✎ Expect students to behave in an appropriate manner at all times (Always report inappropriate behavior to your teacher so she/he may take necessary action)
- ✎ Praise students whenever possible
- ✎ Always assume your role as monitor of students in the hallways and other transition areas
- ✎ Lend help to students as is needed
- ✎ Never eat or drink in the classroom in front of the students

**Important question for discussion:**

**Is there a difference in classroom management and discipline? *If so what is the difference?***

***Color A Child’s World With the Many Colors of Enthusiasm, Joy and Help.***



## **The Most Important Methods to Ensure Appropriate Student Behavior is Pre-Correction and Positive Verbal Interaction with Instructors**

CARDINAL RULE # 1.) **Use positive terms** to remind students of the rules before you ever begin any transition within the classroom or to other locations on the campus. This is called pre-correction and reduces the need for the teacher or principal to address inappropriate behavior *after it has occurred*.

CARDINAL RULE # 2.) **Always find students** who are well-behaved in any given setting (especially during transitions times) **and tell them you appreciate their good behavior**. Also tell the teacher and principal when students have remembered the rules. This encourages students to modify their misbehavior and substitute it for behavior that is more appropriate, acceptable, and appreciated.

**\*Think About It.** Cardinal Rule # 2 promotes good behavior without the use of negatives such as, “Don’t do that, be quiet in the halls”, etc.

CARDINAL RULE # 3.) **Be up and moving around** when students are making transitions. This allows you to assume a position that is in close proximity to the more disruptive students to help monitor their behavior.

CARDINAL RULE # 4.) **When visitors come into the classroom is another time that you should be up so you can be closer to those students who might seek inappropriate attention from the visitor.** During conversation with a visitor, a classroom teacher cannot monitor students and attend to behavior needs.

The demeanor of teacher, assistant teacher, administrator and other staff sets the tone for student conduct throughout the day.





## Overarching Truth

In an Elementary School, There is Never “Nothing to Do”!!!

### PURPOSE OF HAVING TEACHER ASSISTANTS

- **Assistants wear many hats**

We are nurses, housekeepers, moms, dentists, interior designers, secretaries, accountants, and much more! But the most important hat we wear these days is that of tutor/teacher!

- **Duties have changed over the years**

Not only do we have clerical responsibilities, but we also have instructional responsibilities that are vital to the success of the school. Because of this, we each have a greater need to bring to this job setting certain skills, attitudes, and characteristics. Things like energy, enthusiasm, flexibility, creativity, motivation, diligence, efficiency, and initiative.

### BEYOND DUTY MUST REST AN ESSENTIAL LOVE AND RESPECT FOR CHILDREN.

Without this we simply cannot do our job effectively. We must have the desire to use every tool available to bring out the very best in the children that are under our influence. Our expectations for these children should be the same as the classroom teachers' expectations.

### BASIC GOALS WE SHOULD HAVE FOR EACH CHILD IN THE ACADEMIC SETTING

- The child should work to his or her optimum ability (Universal screeners and progress monitoring help us consistently meet this goal. Common Core instruction will also give students the tools to become high level thinkers who can communicate their knowledge to others.)
- The child should read with expression
- The child should work toward becoming a fluent reader
- The child should be able to comprehend the text he/she has just read
- The child should master basic facts in math (kindergarten and first grade-addition, second grade maintain addition, master subtraction, and begin to work with multiplication [doubles, fives, 10's, three's], third grade should maintain all above and master multiplication and recognize the relationship of multiplication and division.
- The child should master all basic facts and be able to apply these basic skills for real math reasoning and problem solving.
- The child should be encouraged to find different ways to solve problems.
- The child should be able to explain their thinking and how they went about finding their answer.

## Essential Steps In Reaching Our Reading Goals

- Expose children to as much print as possible. Labeling things in the room is an excellent way to introduce children to new words and their vocabulary is expanded as well. Poems and songs written on charts give great exposure to words in a fun way.
  
- ☺ Utilize materials and strategies presented by classroom teacher, literacy coach, and other district approved supervisors or consultants
- ☺ When learning is important to us, learning becomes important to students.
- ☺ Read the story ahead of time
- ☺ Bring in items that might stir the children's interest in the story and help them make connections from the text to the real world
- ☺ Think of an interesting way to introduce the story
- ☺ Relate personal stories and ask questions that direct the children's thoughts toward the main idea of the story
- ☺ Make games that relate to the story or skill you are teaching
- ☺ Never use "round robin reading"
- ☺ Listen to the story on tape as a way to present a different approach (Please don't use this every week or it will lose its freshness and student interest. Also know where to stop the story and interject personal experiences that help students make personal connections) Research has taught us that a child's attention span is never more than one or two times their chronological age.
- ☺ Practice and encourage reading with expression. This one element is a powerful tool that we control when we read out loud and directly affects comprehension by children

### Also When Reading Out Loud to Children, Be Sure To:

- point out that marks of punctuation determine when we stop reading, pause our reading, or show strong emotions or feelings
- point out that the end of the line does not mean to stop reading but continue until we come to a mark of punctuation
- point out feelings and emotions of characters in the story
- keep a running list of words each student misses and use your list for differentiation and interventions with each student (anecdotal records)
- help students master high frequency and sight words

It is essential that we as educators become well equipped as instructors.

We will provide differentiated professional development to help you become effective in these areas.

## **ESSENTIAL STEPS IN REACHING OUR MATH GOALS**

Expose children to as much true math reasoning as possible. Always remember to ask students to explain their thinking and encourage students to look for alternate ways to solve the same problem. This promotes problem solving and divergent thinking. The real strength is that it gives multiple approaches so more children can find an approach or process that suits them and makes sense to their way of thinking thus providing the math understanding essential for success.

Try to find many hands-on learning activities that help the student master the content and objective for the day. This promotes learning math in a fun way.

Encourage students to feel confident in working with math. Help reduce “math phobia” in our students.

All math problems can be drawn out to find a solution. Some students must learn how to do this to be successful in solving math problems. Many adults continue to use this to good advantage because they are visual learners. It is a great strategy for those of us who are very visual!!!

## **A MOST IMPORTANT PART OF THE TEACHER ASSISTANT’S DAY**

Interventions as Set Forth in Rtl Guidelines-

Identified struggling students must have interventions as prescribed in Rtl mandates. This applies to reading, math, and language arts. Please remember that Science and Social Studies are considered reading content areas.

Teachers and teacher assistants must find intervals of time each day to provide interventions for struggling students. These students will be identified through Universal Screeners, Reading First Assessments, and Teacher tests/observations.

Tier II interventions for those students identified as struggling must be for at least 15 minutes a day (one-one-one or in small group setting of no more than three students) three (3) times each week.

Tier III interventions are more intensive and must be five (5) times each week for 30 minutes each day.

Documentation must be kept as to time, material/strategies, and mastery for Tier II and Tier III interventions.

**TEACHER ASSISTANTS SERVE KEY ROLES IN CARRYING OUT INTERVENTIONS WITH STUDENTS. THIS IS A MOST IMPORTANT TEACHER ASSISTANT RESPONSIBILITY AND ONE OF THE MOST REWARDING.**

Please Note:



## **SUPERVISION OF STUDENTS**

Students are naturally inquisitive, talkative, and energetic. Because of this, they do not always make best decisions regarding conduct or safety issues. Recognizing this, the staff, teachers, and assistant teachers at CES provide constant supervision of students throughout the school day. At no time are students to be unsupervised.

## **REPORTING TO PARENTS**

Reporting to parents is a very important function of the teacher. The more the teacher demonstrates open communication with the parents, the more parent-support the teacher will gain. Communicating with the parent to share objectives being taught and what work the class is doing, the more supportive the parent will be in the decisions that the teacher must make concerning the class and/or the students.

Parent letters and homework sheets are typical ways that we communicate on a regular basis with our parents. These letters and sheets are sent home each week and keep the parent abreast of current important information. They give parents the information we want them to have to assist the learning that is ongoing in the classroom.

It is always best policy to let the regular classroom teacher take the lead in contacting parents for needs of specific students. This way the teacher, parent, and assistant teacher can operate with common information and any possible miscommunication can be prevented.

At no time should any staff member at CES relate sensitive or confidential information to the parent or the public. This brings about liability issues. Please be very respectful and very responsible when working with students and parents. We never want to have any reason for supposition of inappropriate behavior. Think before you speak so your words will never be misread as harsh, demeaning, sarcastic, or inappropriate.

Raised voices and harsh tones are not part of the Charleston Elementary philosophy of education. It does not reflect our Common Core Values. This type behavior will not be tolerated and will result in a written reprimand.

## CLASSROOM AND HALLWAY ATMOSPHERE AND BEHAVIOR

We take much pride in the cleanliness and attractiveness of our classrooms and hallways. Classrooms should be well lighted to provide the best learning environment for the students. Teachers and assistant teachers are asked to take advantage of the natural light in the classroom as much as possible and to adjust blinds evenly at the end of the school day.

Room and hallway decorations are an important element in the learning climate. We have tried to provide ample space for displays. Please take care to use the areas provided imaginatively and educationally for the students. Post student work as often as possible. This builds a sense of pride and is of great interest to parents and visitors.

Please note that our school has many parents and visitors from various educational arenas throughout the school year come through our doors. These visitors expect to find a school of excellence every time they visit. Our CES family is dedicated to the philosophy that at no time will visitors ever perceive our buildings as unclean, unattractive, noisy, or educationally inept. At CES we are totally committed to an environment that is conducive to learning. It is our goal that visitors never experience any type inappropriate behavior by students, teachers, or staff.

Learning is ongoing each day. We begin the instructional day at 7:45 and end the instructional day at 2:55. This means that instruction, interventions, independent work, etc. is ongoing throughout this timeframe.

Implementation of Response to Interventions (RtI) mandates that we progress monitor and carry out interventions for targeted students. Five minutes to fifteen minutes is enough time to complete many interventions and catch up students who are experiencing problems. We cannot afford to have down time during the school day.

***Packing bags to prepare for dismissal should take no more than ten (10) minutes for students. Instruction should be observed from 7:45 until 3:00 each day. This requires good classroom management techniques are in place in all classrooms. Students will conform to the routine and meet our expectations.*** They like structure and the sense of security that rules and routines bring into their school day. However, routines and rules must be taught and re-taught many times during the school year if they are to be successfully followed by students each day.

We ascribe to the positive behavior model of pre-correction. This means that for each transition in the classroom and outside the classroom, the teacher stops and verbally reviews the rules and expectations that are required of students at that given moment for appropriate behavior.

While instilling rules and behavior outcomes with students, teachers should teach and model care for belongings (student's, teacher's, and the school's). It is expected that teachers and students will always leave classrooms orderly at the end of the day and during other transition periods. This will become a natural habit of taking care of materials and supplies if it is consistently expected.

## **STAFF RELATIONSHIPS AND POSITIVE ATTITUDES**

The entire staff at CES should be very much aware of the contributions of others. We should observe a respectful and supportive attitude toward each other and to the personnel of our school system.

Our attitudes and actions should always be characterized by exhibiting a spirit of cooperation. Fulfilling this responsibility requires each of us who are professional people to work together harmoniously. Adverse criticism of a staff member is unethical and should not be indulged in by those of us who are mindful of the dignity of our work and profession.

We are a family at CES. We express this viewpoint by appreciating the contributions, expertise and skills of each member of the CES staff and by offering to assist members of our CES family in any way we can. It is recognized that positive comments and behaviors are a way of life on our campus. We never waste time and energy on negativity of any type. Additionally, we are ever mindful that our attitudes and behaviors provide an invaluable opportunity for students to model as they learn to work together.

## **FACULTY ATTIRE**

Faculty members should always dress in a manner befitting the members of a respected profession. Appropriate faculty dress is that which upholds the dignity of the profession and is suitable for the type instructional service the teacher is performing.

Please remember to select clothing that does not reveal cleavage. Dresses and skirts should not be shorter than 1 inch above the knee. Beach and/or shower type flip flops are not to be worn. Students do take notice of teachers' and assistant teachers' attire. Written reminders will be given to assistant teachers whose attire is not professional and will be placed in your personnel files. Directives will be issued to put a cover over attire that does not adequately cover the body. Any written reprimands and/or reminders will become part of your file.

## **STAFF LEAVING CAMPUS DURING THE SCHOOL DAY**

It is our goal to be about the business of education throughout the school day. This is the purpose of our jobs and is to be taken seriously. However, at some time during the school year, it may be necessary for faculty or staff to leave school during the school day. This should not be an every day occurrence. If a situation arises that you must leave campus, please alert the main office and let us know what time you left and when you will be back by signing the sign-out book provided for this purpose.

Teacher assistants must clock out and sign out when they leave campus during regular work hours. It is for your protection and benefit to follow this protocol. Please remember, it is never good for an administrator to find a staff member off campus without prior notification to the office or disregard to policy. This type behavior will result in reprimands from the administration.

## **TEACHER ATTENDANCE**

No one can teach your children like the teacher and assistant teacher!!! No one can conduct the instructional day like your classroom teaching team!!! No one can take your place!!! ***You are essential*** to the education of our children.

The theory is for every day missed by a teacher or assistant teacher, it takes three days to catch up. If indeed that is true, then not only do our students lose quality instructional time and the most effective instructional delivery for the one day their teacher or assistant teacher is absent, their instructional setting is really compromised for multiple days thereafter. Please know how important you are as an instructor. Every day you are here, you change the lives of your students forever. Every day you miss, you have lost that priceless opportunity.

When you must be absent, please call the school (or if too sick have a family member call) and let us know you will not be at school. Our staff at CES has increased in numbers and neither the front office personnel nor administrators can remember comprehensive information regarding days staff members were absent or present. Failure to notify the school of your absence will result in a reprimand placed in your personnel file.

It is the sole responsibility for individual CES staff members to alert the school if they are to be absent. It is also absolutely essential for teacher assistants to clock in/out and to sign in/out accordingly to document hours worked. The principal cannot verify attendance at the end of the work month.



- Reading
- Writing
- Math
- Science
- Social Studies
- Physical Education
- Health

*This is all part of the MS Curriculum and essential for student mastery.*

*We can meet our student achievement goals if we work as a team and strive each day to be the best instructional staff possible.*



# Teacher and Teacher Assistant Professional Development



*We are so glad to have you as an instructional team member at our school!!!*

## Teacher and Teacher Assistant Dialogue To Clarify Classroom Management and Class/School Procedures

Q. 1. Why were you interested in a teacher assistant position at our school?

Te. Assistant Response:

Q. 2. What are ways you know you can support our school and the teacher to which you are assigned?

Te. Assistant Response:

Teacher Input:

Q. 3. If a parent asks you questions concerning a student's behavior or academic progress, what will be your response?

Te. Assistant Response:

Teacher Input:

Q. 4. If a teacher disciplines or corrects a student and you disagree, how might you handle this?

Te. Assistant Response:

Teacher Input:

Q. 5. You are in small group instruction and a student misbehaves at you group, how will you handle this?

Te. Assistant Response:

Teacher Input:

Q. 6. What does promptness mean to you? What is your definition of regular attendance?

Te. Assistant Response:

Teacher Input:

Q. 7. What do you see as your most important tasks or roles in our school?

Te. Assistant Response:

Teacher Input:

Q. 8. After assessment, a student has been identified as a struggling student. What are some of your responsibilities for this student?

Te. Assistant Response:

Teacher Input:

Q. 9. What do you see as your strengths as an assistant teacher?

Te. Assistant Response:

Teacher Input:

Q. 10. What do you see as areas you would like additional support so these areas can also become strengths? Please include at least two areas. (*This is how we grow*).

Te. Assistant Response:

Teacher Input:

Q. 11. What are some things a supervisor might look for while observing an assistant teacher in the classroom?

Te. Assistant Response:

Teacher Input:

Q. 12. What behavior expectations should you have for students at our school?

Te. Assistant Response:

Teacher Input:

Q. 13. Do you have a responsibility to supervise and redirect a student from another classroom if the teacher or teacher assistant is not there? If so, how might you do this?

Te. Assistant Response:

Teacher Input:

Q. 14. What is your responsibility for recess or playground duty?

Te. Assistant Response:

Teacher Input:

Q. 15. What is constructive criticism? How would you react to this?

Te. Assistant Response:

Teacher Input:

Q. 16. What is corporal punishment? Is there ever an occasion when a teacher assistant should carry out corporal punishment?

Te. Assistant Response:

Teacher Input:

Q. 17. Let's clarify teacher assistant break time?

When should this be taken?

How long is your break?

Should we have break time at student special time (library, PE, music) and then another break time? Why or why not?

Te. Assistant Response:

Teacher Input:

Q. 18. Who should supervise students as they go and come back from their specials?

Te. Assistant Response:

Teacher Input:

Q. 19. What do we mean when we speak of “*respecting and maintaining confidentiality*”? How important is this expectation?

Te. Assistant Response:

Teacher Input:

Q. 20. What do we mean by *pre-correction*? How important is this concept in maintaining appropriate student behavior?

Te. Assistant Response:

Teacher Input:

## **TITLE: Assistant Teacher**

### **QUALIFICATIONS:**

- 1. 48 college hours successfully completed*
- 2. Assistant Teacher's Test Passed*

### **PERFORMANCE RESPONSIBILITIES:**

- 1. Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.*
- 2. Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.*
- 3. Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.*
- 4. Operates and cares for equipment used in the classroom for instructional purposes.*
- 5. Helps students to master equipment or instructional materials assigned by the teacher.*
- 6. Distributes and collects workbooks, papers, and other materials for instruction*
- 7. Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.*
- 8. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.*
- 9. Keeps bulletin board and other classroom learning displays up-to-date.*
- 10. Assists with such large group activities as drill work, reading aloud, and story telling.*
- 11. Reads to students, listens to students read, and participates in other forms of oral communication with students.*
- 12. Assists students in the library or media center.*
- 13. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher.*
- 14. Checks and records student attendance.*
- 15. Collects and records collection of money.*
- 16. Helps students with their clothing.*
- 17. Assists with lunch, snack, and cleanup routines*
- 18. Assists with wash-up and toilet routines.*
- 19. Alerts the regular teacher to any problem or special information about an individual student*
- 20. Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.*
- 21. Maintains the same high level of ethical behavior and confidentiality or information about students expected of fully licensed teachers.*
- 22. Participates in in-service training programs, as assigned.*

### **TERMS OF EMPLOYMENT:**

Ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

Teaching Assistant Evaluation Form

Charleston Elementary School

TA Name \_\_\_\_\_ Years Experience \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Course/Grade \_\_\_\_\_

Once completed, please return the completed form to the main office

	Excellent	Good	Needs Improvement	Very Poor	Not Observed
Overall interaction with teacher					
Enthusiasm and Initiative					
Reliability					
Knowledge of the subject					
Cooperation with other TA's					
Punctuality					
Preparation					
Communication with students					
Fairness and accuracy (grading)					
Completing assignments					
Appearance					
Staying on task and following schedule					

Comments

Evaluator Signature: \_\_\_\_\_

TA Signature: \_\_\_\_\_

