

HANDBOOK

for Teacher Assistants

North Pacific Union Conference
1999

Handbook
for
Teacher Assistants

North Pacific Union Conference
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1

Objectives of This Handbook

The objectives of the Teacher Assistant Handbook are:

- To provide guidelines and methods of coordinating a cooperative liaison between teacher and assistant, making the best use of the talents, abilities and experience of both.
- To provide an objective overview of philosophy, duties and guidelines that will ensure success.
- To provide methods of meeting the teacher's objectives in helping individual students reach their optimum learning potential.

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Definitions

This handbook has been designed to assist school administrators and teachers in the selection and integration of personnel enlisted to enhance the educational program in the classroom. This handbook is also important as an orientation tool between the teacher and teaching assistant.

Teacher Assistant

A person scheduled into the classroom to provide non-instructional help, including supervision and general clerical assistance.

OR

A person scheduled into the classroom to work as a team member with and for the teacher, providing instructional, supervisory and clerical support.

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Role of the Teacher Assistant

A teacher assistant not only helps the teacher but works directly with students. The amount and type of supervision that a teacher can provide is crucial in deciding which duties a teacher's assistant can and should perform. Determining educational needs and planning and designing of programs and procedures to meet those needs is the professional function of the teacher. The degree to which a teacher assistant may participate in planning and implementing such programs/procedures must be determined on an **individual** basis, as must the amount of supervision necessary to maintain a good program.

Procedures vary from classroom to classroom. The teacher may plan cooperatively with the teacher's assistant or the teacher may do all of the planning. A teacher assistant may tutor individual students or instruct groups of students, using materials and techniques selected or designed by the teacher.

A teacher assistant may perform many tasks which are difficult to define. These tasks are listening, supporting, inspiring and serving as a general troubleshooter. The importance of the acceptance by students cannot be over-emphasized.

The teacher assistant does make a significant contribution in the classroom. Most of the activities identified do not require a person with a professional education certificate, however, there are special qualities that should be given priority.

A Teacher Assistant Provides:

- An extra pair of hands and legs.
- An extra pair of ears and eyes.
- An extra measure of personal warmth.
- An extra petition in prayer.

A Teacher Assistant Models:

- Christ-likeness.
- Cooperation.
- Courtesy.
- Promptness.
- Professional grooming.
- A healthy lifestyle.
- Appropriate Christian language.
- Philosophy/policies cited in the school handbook.

A Teacher Assistant Demonstrates:

- An ability to work with students.
- An enjoyment in helping students.
- A positive body language and appropriate voice control in listening to, supporting and reassuring students.
- An identification with children's ideas, feelings, habits and skill.
- A knowledge of each student's individual strengths and weaknesses.
- A willingness to work closely with the teacher and follow classroom routines.
- A responsible, willing and positive attitude toward assignments and tasks.
- A loyalty to the teacher and the school.

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Job Description of a Teacher Assistant

The following are examples of tasks which a teacher assistant may perform to assist a teacher.

Instructional:

1. Listen to students read individually or in groups.
2. Conduct review drills using flash cards.
3. Review charts for word comprehension, phonics and grammar.
4. Lead small discussion groups.
5. Assist students with education games.
6. Read stories aloud or onto cassette tapes.
7. Assist with the established management plan.
8. Supervise activities:
 - Independent activities
 - Learning centers
 - “Show and tell” (bring n’ brag)
 - Recreation activities
 - Meal times
 - Free play times
 - Projects
 - Computer use/projects
9. Assist with:
 - Field trips
 - School picnic
 - Class parties
 - Outdoor school
 - Programs

Clerical:

1. Coordinate community service program.
2. Correct assignments and record grades.
3. File student work.
4. Prepare materials:
 - bulletin boards
 - seatwork and drill
 - reading charts
 - picture files
 - visual aids
5. Copy instructional materials.
6. Organize field trips.
7. Organize Bible Labs or community service projects.

Classroom assistants may help students in:

1. Using reference materials, indexes and dictionaries.
2. Creating or rehearsing dramatizations.
3. Utilizing study skills.
4. Developing bulletin boards.
5. Preparing audio-visual materials.
6. Following instructions and directions.
7. Writers' Workshop/Readers' Theatre.
8. Assembling books of students' work.
9. Completing back work and correction.
10. Planning Adventist Junior Youth (AJY) programs.
11. Preparing worships or devotionals.
12. Coordinating community service projects.
13. Mastering art projects.
14. Following and participating in group reading activities.
15. Cleaning up the classroom and work areas.
16. Compiling portfolios.

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Tips on How to Be a Teacher Assistant

Educational Team

A good working partnership between a teacher and teacher assistant does not just happen. Like all relationships, it requires thought and nurturing.

A teacher assistant may find the following tips helpful in becoming an effective team member:

- Familiarize yourself with the teacher's instructional methods for individual and group activities.
- Become acquainted with the instructional materials in the classroom.
- Observe how the teacher deals with students' special needs.
- Carefully observe student behavior, watching particularly for changes. Share observations with the teacher.
- Ask for clarification, if necessary, when directions for an assignment or responsibility are given.
- Be a self-starter. When reasonably certain of what the teacher wants done, don't wait to be asked.
- When the teacher is absent and a substitute is hired, follow your normal routine as closely as you can unless instructed otherwise.
- Take on new responsibilities with a positive outlook.
- ☆ Be professionally discreet; never publicly discuss students, parents or professionals.

- Share spiritual concerns with the teacher.
- Keep a positive attitude.
- Maintain a sense of humor.
- Communicate to the teacher any incidents of inappropriate student behavior.
- Avoid confrontation by using conflict resolution techniques.
 1. Take the problem to the teacher.
 2. If no solution is reached, then go to the head teacher or principal.
 3. If satisfaction is still not forthcoming, approach the school board chairperson.
 4. Finally, if all other courses of action have failed, contact the conference superintendent of education.

Support the teacher in making the classroom atmosphere pleasant and positive:

- Reflect warmth, friendliness and respect.
- Be interested in what students are doing personally.
- Respect students' growing maturity.
- Help students feel secure and safe including the reporting of student accidents to the teacher.
- Cultivate positive self-esteem in students.
- Encourage active involvement in worthwhile endeavors, such as work, extracurricular activities and service to others.
- Help students learn to be leaders; suggest positive activities.
- Help students cultivate skills in which they can excel.
- Help students know how to act in social situations.
- Focus on strengths, not weaknesses.
- Help set simple, short-term goals.
-

- Be aware of individual learning styles and abilities, and avoid competitive comparisons between students.
- Model confidence and security.
- Inspire students to live in harmony with God’s Word.
- Review expectations with students.
- Teach students that mistakes are not personal defeats.
- Help students learn how to take compliments.
- Assure that all reward and praise is specific and deserved.

Gaining and Maintaining Student Interest

Students don’t always sit quietly, eagerly listening to your every word! They sometimes misbehave. When adults work with students, they must learn to cope with misbehavior. Intervention techniques that teach students self-control should be practiced. Teaching self-control or self-discipline has two important aspects: *Preventive* discipline and *corrective* discipline. Preventive discipline helps avoid problems. The following techniques may prove helpful:

1. Maintain eye contact with the students.
2. Use varying voice levels to convey messages.
3. Use vocabulary appropriate for student level.
4. Use various approaches to gain student interest.
 - a. Alternate quiet and active periods.
 - b. Provide things to be listened to, looked at or examined.
5. Involve as many students as possible by having them.
 - a. Respond to questions.
 - b. Participate in demonstrations.
6. If you sense student interest declining.
 - a. Change your body position.
 - b. Move closer to the student.
 - c. Lower your voice.
 - d. Change the pace of the lesson.

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The Six- to Ten-Year-Old Child

The Primary Child

(Grades 1-4)

Physically, the child is ...

- ◆ Active, energetic and well coordinated—plays hard and works hard.
- ◆ Growing more slowly than during preschool years.
- ◆ Learning eye-hand coordination for small muscle skills.
- ◆ Generally healthy but may get childhood diseases.
- ◆ Independent in caring for his/her own physical needs.
- ◆ Learning skills for school, games, work or special talents.
- ◆ Losing baby teeth and acquiring permanent ones.
- ◆ Somewhat farsighted until around eight years of age.
- ◆ Conscious of body types—sees others as tall, thin, fat or short.
- ◆ An enthusiastic singer.

Mentally, the child is...

- ◆ Curious, inquisitive and mentally alert.
- ◆ A literal thinker who needs pictures and objects to help understanding—thrives on manipulatives.
- ◆ Imaginative but starting to distinguish between fact and fantasy.
- ◆ A doer—thinking and action cannot be separated.
- ◆ Learning to read and eager to use these skills.
- ◆ Word conscious—likes to use new words, talk about experiences and new ideas.
- ◆ Beginning to enjoy group discussions.
- ◆ Learning to earn and use money.
- ◆ Very fond of stories.
- ◆ Strongly committed to fairness and rules—expects everyone to play by the rules.
- ◆ A quick memorizer.
- ◆ Limited in understanding of time and historical sequence.
- ◆ Accepting of words and concepts as the absolute truth.

Socially, the child ...

- ◆ Wants to play with others—special friends are important.
- ◆ Wants to participate but is a poor judge of his/her own abilities.
- ◆ Tends to be selfish.
- ◆ Respects authority—believes a teacher is to be trusted and followed.
- ◆ Enjoys non-competitive group activities.
- ◆ Needs help to develop social skills.
- ◆ Wants to be grown-up and independent, but needs adult backup.
- ◆ Identifies with an admired adult.
- ◆ Realizes his/her own differences, uniqueness.
- ◆ Is motivated most by individual goals and recognition.
- ◆ Needs purposeful activity—not activity for activity's sake.
- ◆ Is conscious of death—fears it may disrupt his/her own family.

Emotionally, the child is ...

- ◆ Longing for adult approval and affection.
- ◆ Sensitive and easily offended.
- ◆ Easily excited.
- ◆ Developing self-awareness.
- ◆ A perfectionist—wants to do perfect work.
- ◆ A worrier with many fears.
- ◆ Sympathetic with others.
- ◆ Sometimes withdrawn although usually confident.
- ◆ Generally able to control his/her own feelings.

Spiritually, the child ...

- ◆ Wants to be good, wants to please adults and God.
- ◆ Has rapidly expanding ideas about God and religion.
- ◆ Is beginning to understand simple religious symbolisms.
- ◆ Accepts words and concepts as the absolute truth.
- ◆ Memorizes easily and is capable of learning much about the Bible.
- ◆ Needs a strong foundation of Biblical knowledge.
- ◆ Is developing greater discrimination between right and wrong.
- ◆ Is very rule oriented.
- ◆ Is very practical, realistic and wants a clear “this is the way.”
- ◆ Needs to practice virtues until they become habits.
- ◆ Needs encouragement to have private devotions.
- ◆ Needs help to understand own specialness in God's sight.
- ◆ Needs help with stewardship concepts.
- ◆ Is a doer and has expanding capabilities in service.
- ◆ Needs examples of Christian living, heroes to emulate.

7

The Ten- to Fourteen-Year-Old Student

The Pre- and Earliteen

(Grades 5-8)

Physically, the young person is ...

- ◆ Active, energetic, noisy and restless.
- ◆ Sometimes careless about personal appearance but can become more careful.
- ◆ Eager to practice physical skills.
- ◆ Growing rapidly because of hormone explosion.
- ◆ Changing from a child to an adolescent with new sex role and appearance.

Mentally, the young person ...

- ◆ Learns by doing—needs active involvement.
- ◆ Memorizes quickly and easily but needs motivation.
- ◆ Becomes easily bored unless interest is sparked.
- ◆ Wants facts, is curious and has many interests.
- ◆ Can be creative—writes stories and poems.
- ◆ Reasons from cause to effect, discovers relationships, considers alternate solutions to problems, foresees consequences and can imagine the thoughts of others.
- ◆ Likes to collect things.
- ◆ Has the skills for independent study.
- ◆ Has a strong sense of humor.
- ◆ Distinguish fact from opinion, accepts different ideas from different people and listens to reason.
- ◆ Sometimes lacks vocabulary to express intellectual ideas.

Socially, the young person ...

- ◆ Needs to belong to a group.
- ◆ Would rather cooperate than submit—doesn't like being “bossed.”
- ◆ Responds best to rules made by the group.
- ◆ Needs responsibilities to develop leadership skills.
- ◆ Needs to learn respect for authority.
- ◆ May feel insecure in new social situations, will stick with old friends rather than smile or speak first to a stranger.
- ◆ Tends to generalize relationships—may classify all adults alike.
- ◆ Needs to be deeply involved during class time to maintain interest.
- ◆ Generally dislikes the opposite sex until earlitesens.
- ◆ Is very competitive, especially with the opposite sex.
- ◆ Wants independence but also needs understanding adults.
- ◆ Hesitates to draw attention to self and yet dresses in an outlandish manner.

Emotionally, the young person ...

- ◆ Is unsure of self.
- ◆ May be easily upset and has frequent mood changes.
- ◆ Sometimes has unexplained outbursts.
- ◆ Needs support in decision making.
- ◆ Seeks affection.
- ◆ Displays a sensitivity to others.
- ◆ May overreact to minor incidents.
- ◆ May be overly sensitive to criticism.
- ◆ Occasionally is withdrawn and quiet.
- ◆ Responds well to humor.
- ◆ Needs correction addressed in private.
- ◆ Rebels as a reaction to confrontation.

Spiritually, the young person ...

- ◆ Is approaching a period of unpredictability.
- ◆ May be unaccepting of adult actions and motive.
- ◆ May display a negative attitude to gain peer approval.
- ◆ Is asking probing questions about fundamental beliefs.
- ◆ May become hostile when decisions are questioned.
- ◆ Is reasonable on a one-to-one basis and is open to spiritual guidance.
- ◆ Needs private time for introspective thinking and decision making.
- ◆ Struggles to do what adults perceive as right.
- ◆ Needs encouragement to maintain private devotionals.

8

What If's For a Teacher Assistant

Trouble Shooting

(Copy and complete in cooperation with the classroom teacher)

The intent of this worksheet is to permit a personalization of classroom procedures. It will be most useful if the teacher and classroom assistant complete it together. Some student behaviors are listed with possible suggestions given as a starting point.

If a Student has Difficulty Then

Working independently

Clarify what is already known and require directions to be re-read.

Remaining on task

Determine cause of distraction and endeavor to resolve. (This step is vital.)

Mastering math facts

Note facts not mastered and plan for re-teaching.

Defining or spelling words

Assist in using reference materials.

If a Student has Difficulty Then

Completing class assignments

Report to teacher.

Reversing letters/numbers

Report to teacher.

Forming letters correctly

Demonstrate and guide in practice of correct form.

If a Student Frequently Then

Loses books

Report to teacher.

Misuses free-time

Have enrichment materials available.

Demands/craves attention

Acknowledge need but lengthen intervals between attention giving. Reinforce positive behavior.

Exhibits inappropriate behavior: e.g., lying, stealing, profanity, obscene gestures

Isolate from group and report to teacher.

If a Student Frequently Then

Tattles

Follow Matthew 18:15.

Cheats

Indicate awareness of the problem and report to teacher.

Refuses direct request

Offer an alternative suggestion in order to save face, then deal with problem privately.

Destroys property

Report to teacher.

Disturbs others by
talking, pinching,
poking, hitting,

Place student in "timeout."

When a Student Then

Requests a special favor

(Note of caution: Granting special favors can create difficulties)

Remember all students are to be treated fairly.

Is left out

Encourage active participation.

When a Student Then

Indicates a desire for baptism

Share information with teacher.

Is not an Adventist

Be diplomatic without compromising SDA beliefs.

Does not eat breakfast and/or have a lunch

Report to teacher.

Complains of not feeling well

Report to teacher.

Is injured

Take appropriate wise and prudent action and report to teacher.

Has head lice

Report to teacher.

Has or reports a communicable disease

Report to teacher.

Requests medication

Refer to teacher.

Children's Problems

Observant classroom assistants may notice behavioral changes that indicate problems in a student's life. The teacher should be made aware of any changes noted initially. Continue to observe and note the actions for reference if the problem continues.

Physical Changes to Note:

Burping	Diarrhea	Shaky hands
Cold hands or feet	Flushed or hot face	Shortness of breath
Constant fatigue	Grinds or clinches teeth	Sweaty hands or feet
Constant thirst	Headaches	Twitchy eyes
Constipation	Nervous tics	Vomiting

Behavioral Changes to Note:

Belligerent	Loss of interest	Preoccupied
Change in eating habits	Loss of concentration	Rebellious
Clinging	Lying or stealing	Tiring easily
Declining grades	Nail biting	Secretive
Dependent	Often sick	Uncooperative
Distorting facts	Overactive	Withdrawn
	Overly sensitive	

While these indicators may be meaningless, they may signal a developing problem that may be solved through early intervention.

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Role of the Principal/Teacher to the Teacher Assistant

Role of the Principal/Teacher

The teacher should regard the teacher assistant as a co-worker to be included in the planning, development and implementation of goals and objectives when possible or appropriate. The teacher may use the following guidelines:

1. Direct and supervise the teacher assistant.
2. Discuss goals to be achieved.
3. Remind the teacher assistant of appropriate and inappropriate touching of students.
4. Plan ahead for the teacher assistant, providing information such as location of materials, directions on setting up activities, and books to use.
5. Recognize and utilize the talents and abilities of the teacher assistant.
6. Expect promptness, regular attendance and a willingness to follow instructions.
7. Keep the administration/school board informed of the teacher assistant's activities and performance.
8. Make the teacher assistant aware of any schedule changes.
9. Look for staff development opportunities for the teacher assistant. (Check with the local ESD.)

10. To ensure success evaluate the teacher assistant. (pages 35-36)
11. Invite the teacher assistant to participate in monthly staff meetings and morning worships.

Interviewing and Hiring a Teacher Assistant

It is important to have a good match between the teacher and the teacher assistant to ensure that the classroom needs are met and the assistant's skills are used effectively. Therefore teachers and principals* should choose and hire a teacher assistant through a careful process that includes the following:

- A. Review all written applications (page 31 for example). Consider the penmanship, grammar and writing skills of the applicants. They will be writing and speaking for teacher and students.
- B. Arrange for a personal interview. Provide a detailed job description and daily schedule before the interview so that the applicant will clearly understand the qualifications needed and work load required.
- C. Recommend names in order of preference to the hiring authority.
- D. After the teacher assistant is hired, write a specific job description. (page 33)

* In the one-teacher school, a designated board member should participate in the process.

Evaluating the Teacher Assistant

To ensure high quality performance and maximum utilization of the assistant, it is crucial to keep communication open and free. **The teacher assistant should be informed of personal progress and given opportunities to ask questions and express concerns.**

Evaluations are to be used by the teacher and teacher assistant at regular intervals. Frequency of use should be mutually agreed upon (suggested twice yearly) with the last evaluation to be completed at the end of the school year. To be most effective, the *Teacher Assistant Evaluation* (pages 35-38) should be completed by both the teacher and assistant, followed by a conference involving the principal or head teacher.

10

School Volunteers

Every effort should be made to encourage qualified adult members of the community to volunteer their services in the school. Volunteers enrich the overall program. Careful scheduling is required when volunteers are added to the program; however, they are usually well worth the effort.

Be a School Volunteer (page 29) has been developed for use in recruiting volunteers. This form could be included in the church bulletin, mailed to families listed in the church directory, or included in the school newsletter.

School Volunteer Information (page 31-32) is the next step in involving volunteers at the school. It is the responsibility of the local school personnel committee or the school board to ensure that appropriate screening of volunteers has occurred. Have the volunteer complete the form on page 29 to obtain the information needed for the screening process.

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Teacher Assistant Forms

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Be a School Volunteer

Why? Because you love children

How? By giving some of your time and talent to help children

When? At your scheduled convenience

- ___ Give a worship talk
- ___ Assist with witnessing activities
- ___ Provide clerical assistance
- ___ Supervise learning activities and games
- ___ Transport and help supervise students on field trips
- ___ Prepare teaching materials
- ___ Give students individual help
- ___ Assist with classes in __ art __ computers __ cooking __ crafts
 __ music __ sewing __ woodworking __ other
- ___ Assist with career education awareness by explaining your occupation
- ___ Assist with food service
- ___ Assist with maintenance/grounds
- ___ Help with school-sponsored social activities
- ___ Other _____
- ___ Other _____

Name _____

Address _____

Telephone _____ Age or Grade-Level Preference _____

Days Preferred _____ Time Available _____

Special Skills _____

Interests/Hobbies _____

School Volunteer Information

North Pacific Union Conference

Section I - General Information

Name

Home Phone

Address

City

Church Membership

Work Phone

Section II - Areas of Interest

I am willing to volunteer in the following area:

- | | |
|--|---|
| <input type="checkbox"/> Room parent | <input type="checkbox"/> Coordinator for community service projects |
| <input type="checkbox"/> Assistant room parent | <input type="checkbox"/> Conduct worship |
| <input type="checkbox"/> Phone Committee | <input type="checkbox"/> Tutor |
| <input type="checkbox"/> Sewing projects | <input type="checkbox"/> Listen to students read |
| <input type="checkbox"/> Cooking projects | <input type="checkbox"/> Correct student papers |
| <input type="checkbox"/> Carpentry projects | <input type="checkbox"/> Art/craft projects |
| <input type="checkbox"/> Drama/school programs | <input type="checkbox"/> Prepare learning centers |
| <input type="checkbox"/> Secretarial tasks | <input type="checkbox"/> Make games |
| <input type="checkbox"/> Librarian | <input type="checkbox"/> Career awareness presentation |
| <input type="checkbox"/> Fund raiser | <input type="checkbox"/> Supervise a recess |
| <input type="checkbox"/> School newsletter | <input type="checkbox"/> Assist with music program |
| <input type="checkbox"/> Chaperone | <input type="checkbox"/> Tell a story |
| <input type="checkbox"/> Provide transportation | <input type="checkbox"/> Provide a treat |
| <input type="checkbox"/> Classroom assistant | <input type="checkbox"/> Assist with newsletter |
| <input type="checkbox"/> Field trip organizer | <input type="checkbox"/> Photographer at school events |
| <input type="checkbox"/> Computer assistant | <input type="checkbox"/> Adopt a desk (fill it with supplies) |
| <input type="checkbox"/> Maintenance of physical plant | <input type="checkbox"/> Assist with yearbook |
| <input type="checkbox"/> Maintenance of yard | <input type="checkbox"/> Guest speaker (specific topic/travel) |
| <input type="checkbox"/> Janitorial duties | |

Other areas of interest _____

Days and times available _____

Age or grade level preference _____

Section III - Educational Record

Highest level of education _____

Degree/diploma held _____

School granting degree/diploma _____

College major/minor _____

Section IV - Health History

Is the condition of your health such that you will be unable to fulfill the requirements of your assignment?

_____ Yes _____ No If yes, how would it hinder? _____

Section V - Experience

Please list examples of experience

- 1. _____
- 2. _____
- 3. _____

Section VI - References

Please list below three individuals (excluding immediate family members) who know you well enough to recommend you.

Name	Address	City, State, Zip
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section VII - Unlawful Conduct

Have you been charged or disciplined for any unlawful sexual conduct, child abuse, and /or child sexual abuse?

Yes No If yes, please explain and (if possible) give the name and address of a reference/professional who can verify that you are now suitable for performing in a leadership position involving children.

Date _____ Place

Type of conduct

Reference name and phone #

Reference address, city, state, zip

Section VIII - Statement of Accuracy

The information contained in this form is accurate.

Applicant's signature _____ Date

School Board Use Only

Date application received _____ _____ Recommended

Date reference check completed _____ _____ Not recommended

_____ Recommended w
conditions noted

Date of Board approval _____ _____

Name of School _____ _____

Teacher Assistant Agreement

Name _____

School Name _____

Position _____

Grade Level/Class _____

Employment Dates _____

Days/Hours _____

Wages _____

To be evaluated by _____

Responsibilities Assigned: (pages 7-8)

Date

Signature of Employee

Teacher Assistant Evaluation

(One copy to be completed by teacher and one copy to be completed by assistant)

_____’s services were used this year.

_____, _____ Regularly _____ Occasionally _____
 (month) (year)

1	2	3	4	5
Unacceptable	Fair	Acceptable	Good	Outstanding

1. Demonstrates rapport with the teacher 1 2 3 4 5
2. Demonstrates warm, supportive, encouraging relationships with all students 1 2 3 4 5
3. Shows care in personal appearance 1 2 3 4 5
4. Uses voice effectively 1 2 3 4 5
5. Demonstrates self-confident, positive attitude 1 2 3 4 5
6. Demonstrates dependability 1 2 3 4 5
7. Shows a receptive and cheerful attitude 1 2 3 4 5
8. Demonstrates active listening skills 1 2 3 4 5
9. Displays sensitivity to the feelings of others 1 2 3 4 5
10. Communicates respect and high expectations through language and manner 1 2 3 4 5
11. Uses discretion in discussing school and community matters with others 1 2 3 4 5
12. Keeps teacher and student confidences 1 2 3 4 5
13. Upholds, supports and follows school regulations and policies 1 2 3 4 5
14. Demonstrates organizational skills 1 2 3 4 5
15. Adjusts activities in response to unexpected events 1 2 3 4 5

16. Provides instructional support as required or requested 1 2 3 4 5

17. Provides clerical support as required or requested 1 2 3 4 5

18. Teacher Assistant present as scheduled:

- 80% - 100% of the time
- 50% - 80% of the time
- less than 50% of the time

19. The teacher benefitted from utilization of the teacher assistant by:

- increased planning time
- increased time for individualization
- improved classroom climate
- efficiency in preparation of classroom materials
- enrichment of existing program
- other (please specify)

20. Demonstrated strengths:

21. Suggestions:

Teacher

Assistant

Date

Teacher Assistant Program Evaluation

Thank you for your part in making the teacher's assistant program successful in our school community. We would appreciate your answers to the following questions for evaluation purposes.

1. How were you contacted to serve as a teacher assistant?

2. Describe briefly what you did as a teacher's assistant.

3. Were you adequately prepared for your assignment as a teacher assistant?

Yes No

If yes, please indicate how you were prepared:

_____ by previous experience _____ by present classroom teacher
_____ by principal/head teacher _____ other _____

4. Did the teacher inform the students of your role? Yes No

5. Were needed materials provided for your use? Yes No

6. Was a work place provided for you when necessary? Yes No

7. Who made you aware of the results of your work:

___ the principal
___ teacher
___ other
___ no one

8. Please indicate any interest you have in receiving further training in the following areas:

- how to assist in reading
- how to assist in mathematics
- how to develop skills in human relations
- other

9. How could the classroom assistant program be improved?

Teacher Assistant signature

Date

* Every school board may not be able to guarantee provision for this training, which may include local college classes, home study, inservices, workshops or seminars.

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