

# Tasks and Duties of Assistants

Oh, the things that they do!

...to provide support and assistance to teachers and therapists in providing quality and individualized instruction for children with disabilities in today's schools and other educational and service sites (Palma, 1994). ...through day-to-day tasks & duties



There are a few guidelines... While paraprofessionals and teachers/therapists SHARE many responsibilities, there are some activities that are the sole responsibility of teachers or therapists (French, 1999).

Put a "T" next to the tasks that should be the sole responsibility of the teacher or therapist. Put an "S" next to the tasks that may be shared with Assistants.

T or S	Classroom/Program Tasks
	Write IEPs or other program plans
	Support student behavior and social needs
	Participate in team planning and communication
	Go over or reinforce material from a lesson
	Determine student eligibility for special programs
	Score tests and papers using a key
	Prescribe behavioral supports
	Instruct individual students or small groups of students
	Locate, arrange, or construct instructional materials
	Plan lessons
	Supervise playgrounds, halls, lunchrooms, bus areas
	Determine amount and type of student services
	Evaluate student progress
	Assist students with eating and personal care
	Ensure the delivery of a student's program
	Assist students with adaptive equipment or devices
	Prescribe types of student daily activities, materials, and interactions
	Facilitate appropriate peer interactions
	Collect student data regarding progress
	Move students from one place to another
	Deliver initial instruction or present new material
	Provide specific health needs
	Make decisions about types of curricular modifications
	Participate positively in evaluative or feedback communication
	Contact and communicate with parents.

## The Really Tough One-Contact and Communication with Parents

- Assistant should always follow school and teacher policies regarding contacting parents. The teacher should make these clear. Some suggestions for the parent-assistant communications include:
  - Questions regarding student programs or progress are always referred to the teacher or the team. It's OK for the assistant to tell even parents "I'm sorry, I can't say." Or "You will need to talk with the teacher about that."
  - Assistants should not contact parents or provide information to parents unless they have clear and specific permission from the teacher.
  - Assistants do not have to share student or program information without the presence of a teacher or administrator.
  - If the assistant is unsure whether to answer or not - don't!
- Assistants should always go through proper channels to obtain student information - permission and supervision from the teacher or administrator.
- Assistant should not be "taking it upon themselves" to call parents or others to share information or ask questions to obtain information.
- Assistants should not create personal files or keep notes on a student or families.
- Assistants should interact and communicate with sensitivity to a student's disability and/or culture.

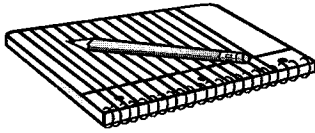
**The bottom line** - the teacher is the one responsible for any actions that the assistant takes regarding contacting and communicating with parents. Be mindful and aware of the actions of your assistant. Deal immediately and directly with any problems or issues with which you are not comfortable.

## Ideas for Day-to-Day Tasks by Assistants

(Dover, O'Hare, & Lentz-Martin, 2005)

This chart provides teachers and administrators with a snapshot of what some classroom assistants are doing and the potential for expanding roles and responsibilities.

	<b>Task Suggestions</b>	
<b>Clerical Tasks</b>	<ul style="list-style-type: none"> <li>• Sort/file papers and materials</li> <li>• Copy papers</li> <li>• Take attendance</li> <li>• Monitor student work and work completions</li> </ul>	<ul style="list-style-type: none"> <li>• Grade papers</li> <li>• Make phone calls for teachers</li> <li>• Run errands</li> <li>• Take lunch count/money</li> <li>• Monitor materials</li> </ul>
<b>Instructional Tasks</b>	<ul style="list-style-type: none"> <li>• Work with small groups of students</li> <li>• Work with individual students</li> <li>• Read aloud to students</li> <li>• Review lessons</li> <li>• Provide or monitor extra practice</li> <li>• Monitor student work and work completion</li> <li>• Observe students</li> <li>• Monitor on-task behavior</li> <li>• Correct student behavior</li> <li>• Reward students</li> <li>• Write as student dictates/scribe</li> <li>• Tutor reading</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor math</li> <li>• Tutor writing</li> <li>• Make materials</li> <li>• Make adaptations</li> <li>• Accompany students to general education class</li> <li>• Make bulletin boards</li> <li>• Assist with speech/language instruction</li> <li>• Assist with PE activities</li> <li>• Assist with technology or instructional devices used by students</li> <li>• Record data and student observations</li> </ul>
<b>Personal Care Tasks</b>	<ul style="list-style-type: none"> <li>• Assist with lifting/moving</li> <li>• Feed students</li> <li>• Provide personal care assistance</li> <li>• Assist with toileting</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with special equipment</li> <li>• Assist with dressing</li> <li>• Assist with combing hair/ brushing teeth</li> <li>• Instruct in personal care and daily living skills</li> </ul>
<b>Community Training Tasks</b>	<ul style="list-style-type: none"> <li>• Accompany students in the community</li> <li>• Provide job coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Provide job shadowing</li> <li>• Accompany students to jobsites</li> <li>• Instruct and support daily living skills</li> </ul>
<b>Other Duties</b>	<ul style="list-style-type: none"> <li>• Support student assistive technology and augmentative communication devices</li> <li>• Monitor the bus, playground, or school hallways</li> <li>• Drive a bus</li> <li>• Ride a school bus as a monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor or work in the cafeteria</li> <li>• Make home visits</li> <li>• Monitor after/before school programs</li> </ul>



# My Classroom Duties

Assistant: \_\_\_\_\_

School Year \_\_\_\_\_

Setting: \_\_\_\_\_

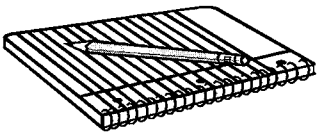
Time: \_\_\_\_\_

Teacher: \_\_\_\_\_

List all classroom duties, including specific students, activities, materials and tasks.

## My Classroom Duties...

## Notes/comments (w/dates)

# Classroom Duties: TransK5 Assistants

Assistants: \_\_\_\_\_

Date: \_\_\_\_\_

Official Supervisor: \_\_\_\_\_ (principal)

Instructional Supervisors: (Teachers)

Assignment and duties for this class include support and assistance to the teacher and the students in the class. Your assignment will include daily tasks and responsibilities to individual students, groups of students and the overall class. You may be assigned to work in various classrooms and be supervised by a number of teachers

<p>The principal, as the <b>official supervisor</b>, is responsible for providing general job information, assignment, work hours, and employee procedures such as schedule, duties, and absences. She is also responsible for providing input regarding specific job performance and following procedures.</p>	<p>Each teacher you work with is considered the <b>instructional supervisor</b> and has the responsibility of directing your day-to-day tasks and duties. These tasks and duties will vary based on student, classroom, and program needs. The teacher will direct your actions with students, classroom rules, specific procedures, and activities. He/she will pinpoint times support is needed to specific students or groups of students. He/she will direct your tasks and duties in the classroom, playground, and other areas of the school. He/she will provide "on the job" training for tasks you are asked to perform, and will provide input and feedback regarding job performance.</p>
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## Classroom Tasks and Duties...

- Specific to... (Name of Individual Student):*
- Assist with personal needs and eating (opening cartons, cutting food, etc.)
  - Assist with opening instructional workbaskets and organization
  - Encourage him to function as independently as possible by allowing him to try things for himself.
  - Facilitate continuation of any actions as directed by the OT, PT, or S/L therapist

- For program (working with all students)*
- Monitor progress and completion of workbasket tasks (providing correction or instruction as needed)
  - Assist with making copies, cleaning, and organizing work baskets and small group materials.
  - Monitor correct procedures in hallways and cafeteria.
  - Support instruction in nonclassroom areas, such as cafeteria (routine, opening cartons, eating skills, table manners, etc.)
  - During morning circle, you should prepare for small groups, then return and help students participate (prompt to look at the board, respond appropriately, face forward, etc.)

<p><i>General Expectations:</i></p> <ul style="list-style-type: none"> <li>- Follow directions and corrections of the classroom teacher.</li> <li>- Concerns or comments about teacher directions should be discussed in non-instructional times with the principal present.</li> <li>- Use a calm, respectful tone with adults and children.</li> <li>- The children cannot be left unattended at any time.</li> </ul>	<ul style="list-style-type: none"> <li>- Teach during small group time</li> <li>- Facilitate play skills and social skills when students from the general classroom are in the room on Tuesdays and Thursdays</li> <li>- During Language Circle, assist in keeping the students focused and answering questions</li> <li>- Attend activities and instruction in the general classroom with specific students</li> <li>- Attend specials (Computer/Guidance, Library, PE, Music, Art) and assist the general classroom teacher with all students</li> <li>- During snack, encourage students to use language to make requests</li> <li>- Assist with student folders</li> <li>- Help get the students on the buses</li> <li>- Assist with straightening, cleaning, and reorganizing classroom, and filing.</li> <li>- Meet with the Spec. Ed. teacher to share ideas, concerns, and observations.</li> </ul>

# Assistant Schedule and Information

Assistant: Tina Smalls

Supervising Teacher: Bill Watson

Date: August 2015

Here is a list of target students you will be helping throughout the day or week. All of the students listed should have special program plans from Special Education or some other specific support program.

Day	Period/ time	Room	Teacher	Subject/ Topic	Target Student(s)	Directives
Monday	3 <sup>rd</sup> period 10:00	112	C. Collins	Language Arts	Jeff Nathan Suzy Becky	All will need materials read aloud. Nathan has an iPad

# Duties Involved in Supervising Assistants



<b>EXECUTIVE Supervision</b> (Usually an Administrator or SpEd Teacher)	<b>INSTRUCTIONAL Supervision</b> (Usually a Classroom Teacher)
...general orientation (related to job, routine, assignment, hours, employee procedures, etc.)	...specific orientation (classroom rules, expectations, specific procedures, activity times, etc.)
...developing and/or revising the assistant's schedule	...pinpointing specific times of need, classroom schedules, subject or class schedules, group or individual student schedules
...names of target students	...names of any non-identified students with needs
...access to target student information regarding present level of performance, accommodations, modifications, strengths, needs, goals and objectives, etc.	...information about the subject content, the curriculum, classroom procedures, orientation to instructional procedures and methods, & access to materials and supplies
... <b>general, overall</b> job task objectives, roles, responsibilities, and expectations - "marching orders"	... <b>specific</b> job tasks as related to specific students & instructional activities or classroom needs
...approving/developing staff development and inservice programs and training	...suggesting areas of needed skill development
...ongoing support, regular meetings and supervision	... "on the job" skill training, modeling, and coaching
...evaluation of job performance; performance feedback	...informal feedback and discussion on task performance



<b>Specific Executive Tasks</b>	<b>Specific Instructional Tasks</b>
<ul style="list-style-type: none"> <li>• Assist in the hiring and assignment of the assistant</li> <li>• Provide a written job description.</li> <li>• Develop the assistant's schedule.</li> <li>• Assign specific duties and tasks.</li> <li>• Provide information about areas of disabilities.</li> <li>• Provide instruction regarding confidentiality of records and student information</li> <li>• Provide individual student information from the IEP or educational plan.</li> <li>• Clarify instructions, tasks or duties that have been assigned.</li> <li>• Provide on-the-job skill training</li> <li>• Provide support and instruction in making accommodations</li> <li>• Provide ongoing communication about job performance and duties through regular meetings.</li> <li>• Provide or make available supplemental instructional materials and supplies</li> <li>• Determine training needs</li> <li>• Provide or arrange for training and staff development</li> <li>• Provide specific feedback on classroom and job performance</li> <li>• Evaluate overall job performance</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information about the curriculum</li> <li>• Provide classroom schedules, procedures, rules, and behavior expectations.</li> <li>• Introduce the assistant to all students.</li> <li>• Assign specific duties and tasks</li> <li>• Clarify instructions, tasks or duties</li> <li>• Regulate the level of help provided to students</li> <li>• Monitor the day-to-day classroom activities.</li> <li>• Provide or make available supplemental instructional materials and supplies</li> <li>• Correct inaccurate instruction</li> <li>• Provide specific feedback on classroom and job performance</li> <li>• Provide support and instruction in making accommodations</li> <li>• Direct the actions during instruction</li> <li>• Define training needs</li> <li>• Provide on-the-job skill training</li> <li>• Provide ongoing communication about job performance and duties through regular meetings.</li> </ul>



# Assistant Performance Feedback

Assistant \_\_\_\_\_ Teacher/Principal \_\_\_\_\_

Today's Date \_\_\_\_\_

Rate each item using the scale below. Feel free to add comments in each box.

**Excellent - Acceptable - Fair - Needs Improvement**

**4                      3                      2                      1**

Responds to student needs 4 -- 3 -- 2 -- 1	Moves around the class 4 -- 3 -- 2 -- 1
Rapport with students 4 -- 3 -- 2 -- 1	Enforcement of school/classroom rules & routines 4 -- 3 -- 2 -- 1
Shows interest and enthusiasm 4 -- 3 -- 2 -- 1	Is punctual/consistent attendance 4 -- 3 -- 2 -- 1
Fosters student independence 4 -- 3 -- 2 -- 1	Shows initiative 4 -- 3 -- 2 -- 1
Follows directions 4 -- 3 -- 2 -- 1	Performance of specific assigned duties 4 -- 3 -- 2 -- 1

Commendations:

Suggestions:

# **Confidentiality**

## **It's What Professionals Do!**

**When someone asks you about a student, ask yourself...**

- Is this person directly involved with the student's education?
- Will the student benefit if this person has the information?

If the answer is "yes" to one or both of these questions, it's safe to assume you can answer the question

### **Guidelines with Regard to Confidentiality**

- When outside of school, don't point out or label children as "your students"
- Avoid using student names if you are asked about your job
- Don't get too specific with information
- Suggest that questions about students are best directed to the teacher or therapist
- Be careful not to distort, exaggerate or confuse information, and never use student information as gossip or a joke
- Focus comments on student strengths and always be positive
- No matter who asks you a question, if you don't want to answer, or are unsure whether you should answer, don't!
- Be direct and honest - "I'm sorry, I can't say!"

### **How can you appropriately address questions from other children?**

- Remember, you still follow the rules of confidentiality.
- Talk about the specific behavior, characteristic or condition instead of the child.
- Don't alarm other children by giving too much detail or description.
- Encourage the student to talk with each other
- Point out how the students are alike
- Don't tell a student to "take" a child with a disability somewhere. Ask the student helper to "go with" him or her.

### **Assistants can Address Confidentiality Issues by...**

- Following school and supervisor policies
- Going through proper channels to obtain student information
- Discussing info about a student or family only with people who are directly responsible for teaching the student and who need the information
- Never discussing info about a student or family in a public place, with another student, with parents of another student, with school personnel who are not on the team, and
- Not creating personal files or notes on a student or family