

Guidelines for Teacher Assistants Assisting with Community-Based Instruction

These teacher assistants may have varying job titles from one district or program to another, e.g., job coach, instructional coach, employment specialist, one-on-one workplace coach, etc. However, no matter their job title, these guidelines apply to individuals who meet the following description. Working under the supervision and direction of the classroom teacher or other appropriately certified professional staff, Teacher Assistants Assisting With Community-Based Instruction support students in learning how to be as independent as possible in a variety of community settings. This learning may take place in school-based and community-based settings. Because instruction takes place in both settings, the teacher assistant plays a key role in supporting students in transferring skills learned in-school to community-settings and, then, collecting data and reporting strengths and needs in community-settings that need to be addressed via school-based instruction. Depending on the program model in which s/he works and student needs, the teacher assistant may work with students in large or small groups or provide individualized support. The teacher assistant must be able to work effectively with students, teachers, employers and other community contacts and parents.

Standard 1. Teacher assistants demonstrate a level of professionalism in communication and collaboration among members of the school community, including colleagues, families, and related agencies.

Additional indicators for teacher assistants assisting with community-based instruction

CBI.1.1 demonstrate knowledge and understanding of his/her role and policies and procedures in a community setting.

CBI.1.2 communicate effectively with parents, employers, employees, and members of the community at work sites and in other community learning environments to ensure students are integrated and accepted into the community/work environment.

CBI.1.3 able to apply confidentiality rules and procedures in communicating with teachers, school personnel and other members of the community related to instruction in community/work settings.

CBI.1.4 able to work collaboratively with a team including teachers, work place supervisors in the community workplace setting, and parents in transitional planning and vocational assessment for each student.

CBI.1.5 function as an advocate between workplace personnel and students to maintain open communication and achieve individual education plan and employment objectives.

CBI.1.6 work with the instructional team to identify career opportunities and potential employers,

Standard 2. Teacher assistants support teachers by participating in instructional opportunities.

Additional indicators for teacher assistants assisting with community-based instruction

CBI.2.1 demonstrate an understanding of the distinctions among employment models, e.g., supported employment, competitive employment, etc.

CBI.2.2 able to participate in pre-employment, vocational and/or transition training for teacher assistants in school and community settings.

CBI.2.3 consult with teachers or vocational coordinators to assist with the design of individualized transition and supported employment or other vocational training programs including task analysis of job requirements.

CBI.2.4 sequence and provide training at work sites using appropriate instructional interventions.

CBI.2.5 able to recognize and respond to situations in the workplace that need an instructional intervention.

CBI.2.6 observe and record data about the performance of individual students and their preferred learning style, work skills and tolerances and share appropriately with colleagues.

CBI.2.7 perform record keeping and related clerical activities related to community-based instruction

CBI.2.8 assist students in developing job-seeking skills, e.g., job applications, identification of career opportunities and potential employers, etc.

CBI.2.9 help students maintain their individual portfolios grades 9-12.

CBI.2.10 help students copy, file, and create an organized recordkeeping system of accomplishments required for the transition folder using manual or electronic technology.

Standard 3. Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Additional indicators for teacher assistants assisting with community-based instruction

CBI.3.1 confer with teachers, administrators and other members of the student's educational team in identifying behaviors requiring modifications and individual behavior management programs for implementation in the community setting.

CBI.3.2 implement strategies to support students in acquiring positive social behaviors and work habits and to motivate students to work in a productive and competitive manner.

CBI.3.3 demonstrate sensitivity to the diversity in cultural heritage, lifestyles, and value systems among students and families served and ability to identify cultural norms of the workplace taking into account the individual student's cultural beliefs

Standard 4. Teacher assistants exhibit knowledge of health, safety, and emergency procedures of the learning environment.

Additional indicators for teacher assistants assisting with community-based instruction

CBI.4.1 demonstrates knowledge of health, safety and emergency procedures developed by the school district, the work place and other community settings.

CBI.4.2 demonstrates knowledge of liability and legal issues related to maintaining a healthy and safe environment in community-based instruction.