

CLASSROOM TEAM DISCUSSION GUIDE

Educational Assistants are hired to support teachers in providing appropriate educational programming for students.

A critical component to a successful classroom placement for an educational assistant is a clear understanding of the expectations within the placement.

The Classroom Team Discuss Guide provides the structure for the team to clarify roles, responsibilities and expectations prior to the classroom placement.

The meeting involves classroom teacher, EA, Student Services Resource Teacher.

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Teachers and Educational Assistants**Date:****Team Members:** _____

1. Review the roles of teacher and Educational Assistant (EA).
2. Clarify teacher styles/methods/approaches. (How the EA can help in large group, small group, or individual situations. Why certain things are being done, strategies, procedures, whole language, invented spelling, student risk-taking, etc.)
3. Discuss how the EA is to maneuver throughout the classroom. Review expectations about movement around the room. Discuss expectations about modeling of learning and participating in activities.
4. Discuss the behaviour expectations of students (including classroom tone, noise level, student movement, etc.) Describe the discipline action taken within the classroom. Explain expectations re: EA response to behaviours.
5. Explain classroom schedules and routines and the role the EA is expected to take.
6. Review expectations about record keeping and review the format for documentation.
7. Review expectations regarding daily communication of programming.
8. Health concern of students/clarification of impact on learning and behaviour. Review health care plan and expectations in responding to health issues.
9. Safety/emergency procedures (responsibilities, who children can get with; exit routes; meeting spots).

10. Location of supplies and how to access, distribute and collect.
11. Adaptations/modifications required for students with special needs in the classroom.
12. Review of general or student specific competencies.
13. Lines of communication to follow.
14. Special interest/abilities of EA (reading, art, music, etc.) and how skills may be applied in the classroom.
15. Prior training of EA.