

## **Guidelines for Teacher Assistants Who Support Students with Diverse Academic Needs**

*These teacher assistants work in a variety of assignments with students who have diverse academic needs that require some form of special intervention in order to help them meet general education standards, e.g., students in Title I programs, students with mild or moderate disabilities, at-risk students, or students with 504 plans. These students are educated in general education settings to the maximum extent appropriate. Working under the direction and supervision of the teacher, they serve as a member of a collaborative team along with teachers, related service providers, families and others, supporting ongoing assessment and differentiated instruction for students with diverse academic needs based on principles of universal design, response to intervention and scientifically-based researched practice.*

**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 who support students with diverse academic needs:**

DAN.1.1 able to use a collaborative team approach with the understanding that the teacher directs instruction and ongoing assessment of students' diverse academic needs.

DAN.1.2 demonstrate understanding that confidentiality is required and that teachers are the primary contact for communication with families and others directly involved in that student's education.

DAN.1.3 exhibit sensitivity and understanding of individual learner needs, including differences in social class, culture and disability.

DAN.1.4 able to seek assistance from the teacher if the teacher assistant needs guidance to effectively carry out the teacher's plan.

DAN.1.5 participate in communication with general education staff, special education staff and other personnel as appropriate.

DAN.1.6 demonstrate a basic awareness of applicable federal and state laws related to a teacher assistant's job assignment, e.g., Individuals with Disabilities Education Act (IDEA), No Child Left Behind, Title I, Title III, Section 504, etc.

DAN.1.7 demonstrate an awareness of standards-based education reform in RI, particularly as it applies to students with diverse academic needs, e.g., Response to Intervention (RtI), Grade

Level Expectations (GLEs), Grade Span Expectations (GSEs), Positive Behavioral Interventions and Support (PBIS), Personal Literacy Plans (PLPs), RI State Curriculum, etc. and an awareness of how these are being applied in the teacher assistant's district/program.

DAN.1.8 communicate about academic needs as appropriate as a team member (IEP, MDT, parent conferences) with parents, school communities, and related agencies.

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

**Additional indicators for teacher assistants who support students with diverse academic needs:**

DAN.2.1 use a variety of appropriate instructional strategies, techniques and language developed, directed and supervised by teachers and other professional staff to support individual student's needs.

DAN.2.2 gather, maintain and monitor data (DRA, NECAP, etc.) about the progress, achievement and behavior of individual students.

DAN.2.3 assist in the assessment of the effectiveness of instruction by clearly communicating verbally or in writing instruction/modified instruction in a systematic manner.

DAN.2.4 assist the teacher in providing instruction in reading, writing, mathematics and problem solving including readiness and application.

DAN.2.5 demonstrate an educational "big picture"/a foundation for understanding the teacher assistant's purpose in instruction, e.g., universal design, response to intervention, cultural competence.

DAN.2.6 demonstrate a basic awareness of the use of strategies, equipment, and materials/technologies to accomplish basic academic objectives.

DAN.2.7 able to carry out teacher plans to assist the students with diverse academic needs related to meeting grade level standards.

**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 who support students with diverse academic needs :**

DAN.3.1 able to identify behaviors that interfere with learning and implement strategies to prevent and/or support positive individual/group student behaviors.

DAN.3.2 assist the teacher in creating a climate of acceptance in facilitating social/emotional needs of a diverse learning population, e.g., promoting friendships, reducing bullying, etc.

DAN.3.3 assist the teacher in implementing a student's behavioral protocol/plan and document change in learner behavior in social and academic settings.

DAN.3.4 demonstrate sensitivity to the diversity in cultural heritage, lifestyles, and value systems among students that may affect how student behavior is interpreted.

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

**Additional indicators for teacher assistants who support students with diverse academic needs :**

DAN.4.1 follow guidelines established by the district to protect the health, safety and well-being of children as they apply to students with diverse academic needs.

DAN.4.2 demonstrate an understanding of the teacher assistant's role as it applies to the implementation of an individual student's health plan.

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