

MY WORK STYLE

*Circle the number that indicates your level of agreement/ disagreement with each statement.
Use the information as the basis of discussion with your partner teacher about similarities and differences in work styles.*

	<u>Disagree</u>			<u>Agree</u>	
	1	2	3	4	5
I like to be closely supervised.	1	2	3	4	5
I like a flexible work schedule.	1	2	3	4	5
I like to know exactly what is expected of me.	1	2	3	4	5
I like to choose my own materials to use with students.	1	2	3	4	5
I like to have a written work schedule.	1	2	3	4	5
I like time to think ahead on the next task.	1	2	3	4	5
I like to develop my own methods of instructing.	1	2	3	4	5
I like to try new activities on my own.	1	2	3	4	5
I like to be told directly how to do each task.	1	2	3	4	5
I like to do several things at one time.	1	2	3	4	5
I like challenges and new situations.	1	2	3	4	5
I like taking care of details.	1	2	3	4	5
I like to be very punctual.	1	2	3	4	5
I like to know frequently how I can improve.	1	2	3	4	5
I like to bring problems out in the open.	1	2	3	4	5
I like to have daily feedback.	1	2	3	4	5
I like to discuss activities that do not go well.	1	2	3	4	5
I like to work with other school staff.	1	2	3	4	5
I like to be encouraged to think for myself.	1	2	3	4	5
I am a morning person.	1	2	3	4	5
I like to speak slowly and softly.	1	2	3	4	5
I like to work alone with little immediate interaction.	1	2	3	4	5
I need a quiet place to work without distractions.	1	2	3	4	5

Teacher's Checklist

Getting Started

- Provide an atmosphere of respect, recognition, and open communication.
- Meet with the ESE Associates before the first day of school or their first day on the job.
- If the ESE associate is new to the school, introduce them to other teacher, associates, and personnel in the building.
- Discuss school rules and policies regarding behavior on the play ground and in the lunchroom, bathrooms, hallways, library, etc.
- Acquaint the associate with school records and the way they are monitored and used.
- Show the associate where supplies and materials are kept and how they are obtained.
- Discuss building and classroom emergency procedures.
- Discuss school safety issues and policies.

Orienting Associates to Your Classroom

- Allow the associate to spend a day observing you.
- Provide an initial orientation to you classroom, including:
 - Daily routines
 - Daily and weekly schedules
 - Instructional procedures
 - Procedures for handing in and posting student assignments.
- Explain the activities that take place at the beginning of each class, such as:
 - Attendance recording
 - Warm-up routines
 - Special services, such as speech therapy and other special programs
- Explain your class policy regarding:
 - Classroom procedures (e.g., posting and hading in assignments, etc.)
 - Room organization and clean-up

- Student rules
- Neatness, incomplete work, late or missing work, and make-up work
- Provide a spot for the ESE associate to put his or her belongings, materials, etc.

Working with ESE Associates

- Take time to provide clear instructions and complete information to the associate.
- Discuss the appropriate roles of the teacher and associate.
- Share you expectations for the associate.
- Build time in your schedule to plan and communicate with the associate.
- Discuss how you'll communicate with on another if you don't have a daily meeting time.
- Discuss the roles of the substitute and the associate when the teacher is absent.
- Make the most of meeting and planning times with the associate.
- Discuss problems and ideas with associates. Ask for their ideas, suggestions, and opinions.
- Take time to listen to the associate's concerns and questions.
- Allow for individual initiative. Don't expect the associate to do things exactly the way you do them.

Tasks

- Decide which tasks and duties could be delegated.
- Prepare work assignments for associates based on program needs, learning objectives for student, and associate's skills and experience.
- Consider the strengths, interests, and needs of associates when planning schedules and assignments.
- Involve associates in planning and organizing learning experiences based on associates qualifications.
- Provide the associate with a written list of duties and responsibilities.
- Organize schedule that allow for cooperation, planning, and information sharing.
- Discuss the associates role in any other duties, such as:
 - Taking attendance
 - Copying materials
 - Recording grades
 - Ordering supplies

- Organizing classroom materials
- Collecting student work
- If the associate is working with more than one teacher, discuss how the associate's time will be divided.
- Develop a system to monitor task performance.

Parents and Families

- Discuss the associate's role with the parents and families of students,
- Discuss the importance of confidentiality and parent communication.
- Address the importance of respecting and listening to students.
- Discuss health-related needs of specific students, if appropriate.
- Discuss the associate's role, if any, in parent conferences and IEP meetings.

Curriculum and Instruction

- Introduce and associate to instruction procedures.
- Discuss district and classroom learning goals.
- Explain your teaching philosophy and teaching style.
- Discuss your lesson-plan format.
- Encourage the involvement of associates in setting goals and planning, implementing, and evaluating instructional activities.
- Discuss how students are motivated in the learning environment.
- Introduce associates to classroom learning stations and explain how they are used.
- Allow associates to familiarize themselves with educational software and technology.
- If the associate is primarily assigned to one student, clarify the teacher's role in the student's instruction, including the times the teacher will be working with the student.
- Discuss Individual Education Plans (IEPs) for student with special needs. Plan short-term objectives and lessons that address IEP goals.

Student Behavior

- Discuss student accountability and expectations.
- Discuss discipline in the classroom and your expectations for managing students'

- Discuss what behavior is expected of students when they've completed an assignment.
- Discuss classroom rules and regulations.
- Explain expected behavior of student.
- Address the importance of respecting and listening to students.
- Demonstrate how to observe and chart student behavior.

Feedback

- Compliment associates on their contributions to the program and let them know how much you appreciate their assistance.
- Provide regular, constructive feedback regarding each associate's work performance.
- Share your plan to give associates feedback on their performance. Let them know how and when feedback will be provided.
- Discuss the evaluation criteria that will be used by the district to assess the associate's work performance.
- Discuss formal and informal assessment and the associate's role in assessment.
- Provide a way for both teacher and associate to evaluate the team relationship.

Roles in the Classroom

Just as the supports and services required by individual students may be very different, the role of the ESE Associate may vary from classroom to classroom. Therefore it is very important that the ESE Associate and the partner teacher take the time to clearly define the roles and responsibilities of the ESE Associate. Below are the general roles for both teachers and the ESE Associate. To clarify individual roles, use the included Personalized Job Description for the ESE Associate chart (See Appendix).

Review the Personalized Job Description with your partner teacher(s).

Teachers are responsible for...	ESE Associates are responsible for...
Assessing performance levels and diagnosing educational needs of students.	Performing informal and functional assessment activities, scoring objective tests and keeping appropriate records.
Consulting with colleagues and parents participating in the preparation of individualized education plans (IEPs).	Attending IEP and other staff meetings at the request of a teacher or administrative personnel.
Developing instructional objectives and preparing lesson plans.	Instructing individual and small groups of learners following programs and lessons developed by teachers.
Adapting instructional strategies and curriculum content.	Assisting with the preparation of materials for instructional programs.
Implementing instructional programs.	Assisting with the implementation of instructional programs.
Developing behavioral/classroom management rules and routines.	Implementing behavioral management programs and adhering to classroom guidelines.
Involving parents in all aspects of their child's education.	Communicating with parents under the supervision of teachers.