Roles and Responsibilities of Teachers and EAs

Teacher	Shared	Education Asstants
-Designs instructional program. -Develops IEPs. -Identifies responsibilities of individual members of student specific support teams in terms of participating in the development, implementation, and monitoring of the programs as described in the IEP.	-Discuss learners' strengths and weaknesses and consider best possible areas of program focus. -Attend program planning meetings, based on school and district policies, to assist with developing IEPs and transition plans for children and youth with special needs.	-Shares relevant information about the performance and behaviour of individual learners to support IEP goals, transition, and program design.
-Plans learning activities.	-Discuss objectives and goals. -Discuss and clarify, on a regular basis, the ways in which the teacher assistants can assist the teacher with instructional programs, classroom management, and expectation setting for students.	-Gathers relevant information through working with student or students to provide feedback into the planning process.
-Determines appropriate modifications and adaptations in line with IEP	-Work together to adapt curriculum and resource material.	-Adapts strategies to accommodate individual learner needs/styles.
-Provides instructional learning resources. -Monitors and advocates for the appropriate resources necessary for the EA to carry out their duties.	-Collaborate in setting priorities for learning resource development.	-Assists with development of instructional learning resources

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RESPECT OPPORTUNITY INNOVATION

-Reviews and reinforces learning activities for concept and skill development.	-Review learning resources together to clarify and share experiences and expectations.	-Reviews and reinforces learning activities using lesson plans and learning strategies developed by the teacher/team to help students master concepts and skills.
-Develops school-based learning goals for individuals and groups.	-Plan activities to meet goals. • Assists students with learning activities and/or independent study projects developed by teacher/team.	-Monitors and reports to teacher/team on implementation of the program.
-Designs learning and skill development goals for worksites and other community-based settings.	-Plan activities to meet goals. -Share resources and concerns.	-Supports learning and skill development activities in worksite and community based settings.
-Establishes work plan priorities.	-Review plan daily and weekly -Set consultative meeting times.	Follows priority plan. -Keeps teacher up to date on the implementation of the program.
-Provides the teacher assistant with the requisite information regarding the classroom management structure, discipline plan, and expectations for students.	-Discuss and clarify classroom management structure, discipline plan, and expectations for students.	-Carries out work within developed structures and plans, being consistent with expectations for students.
-Instructs, supervises, and facilitates student learning.	-Discuss successful practice with goals in mind (e.g. IEP, behaviour plan, safety plan, etc.).	-Facilitates student learning individually and in small groups.
-Develops individualized, appropriate, behavioural program. -Models techniques for EAs to use in providing instructional and	-Discuss specific philosophy, techniques, strategies, and appropriate language.	-Implements the techniques and strategies as discussed. -Documents, monitors, and reports to teacher/team on implementation of the

behavioural assistance.		program.
-Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations.	-Discuss specific techniques, strategies, and appropriate language.	-Implements specific techniques, strategies, and appropriate language as discussed and/or demonstrated.
-Seeks assistance of principal to provide a workplace for the teacher assistant.	-Discuss and identify workplace settings.	-Monitors effectiveness of workplace settings and reports to teacher and/or principal.
-Communicate formal and informal student progress with parents	-Discuss shared information about student growth and challenges	EA may communicate with parents at the specific direction of the teacher