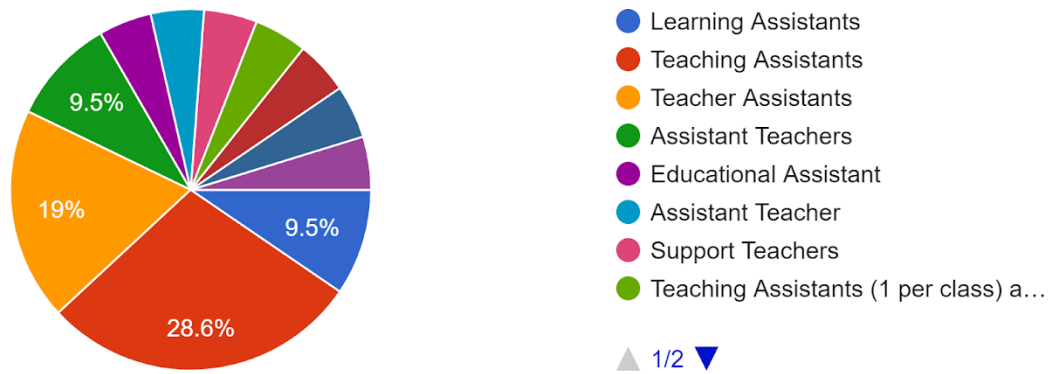


PTCNET SURVEY RESULTS - 2018

Topic: Learning Assistant Survey	Date conducted: October 2018
Number of responses: 21	Submitted by: Dan Conzelman

What do you call these assistants at your school?

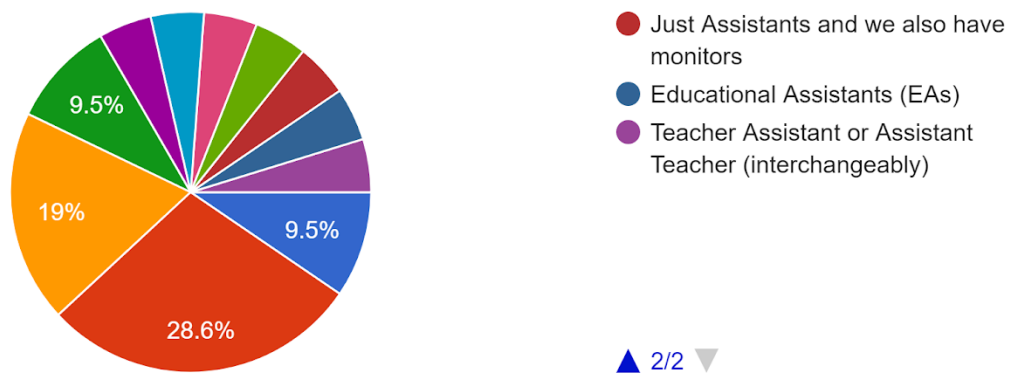
21 responses



(This is the second set of responses to the same question)

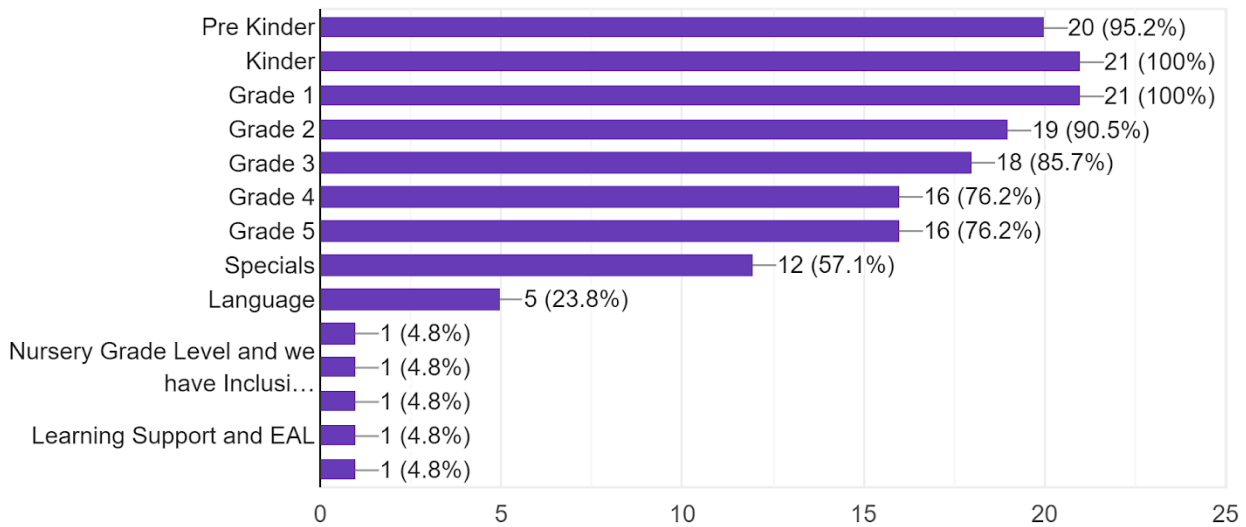
What do you call these assistants at your school?

21 responses



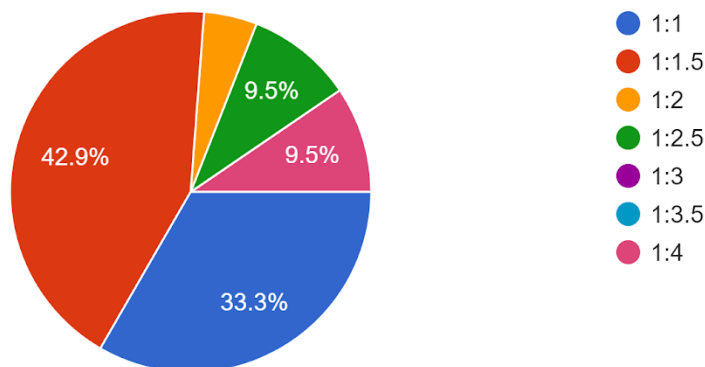
Which grades have assistants?

21 responses



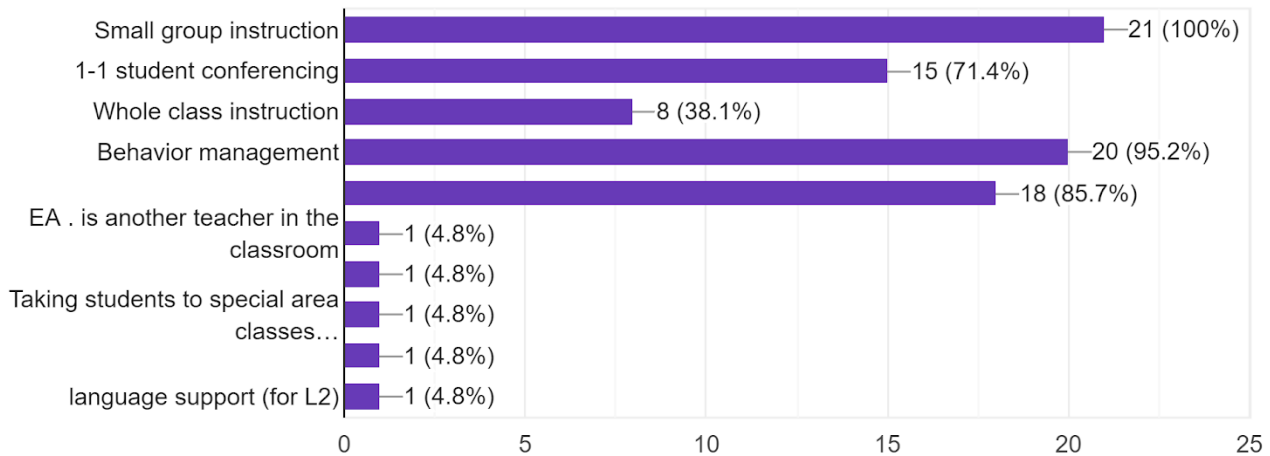
What is the ratio of assistants to lead teachers across elementary homerooms? (Choose the closest)

21 responses



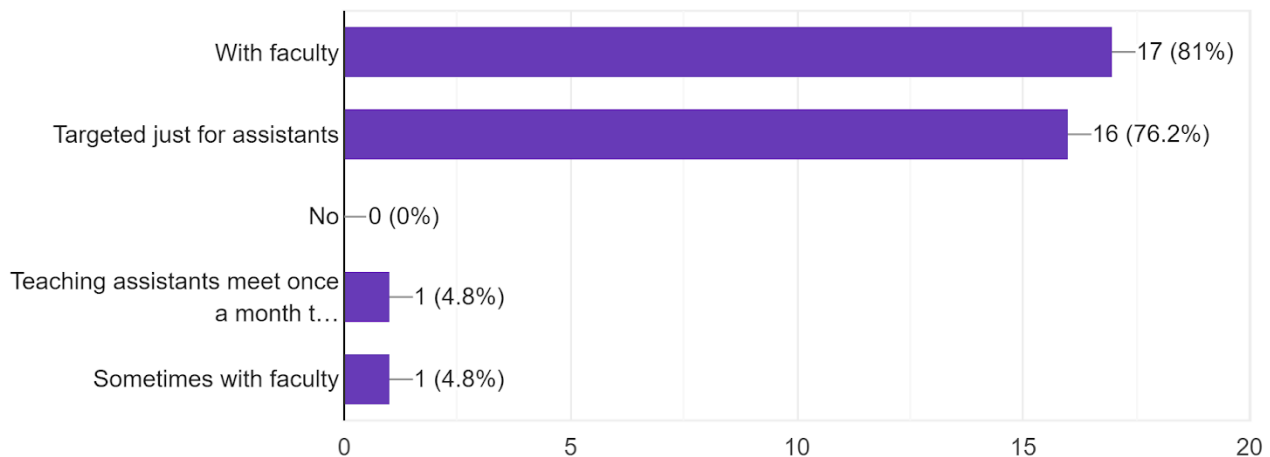
What are the expectations of assistants in the classroom?

21 responses



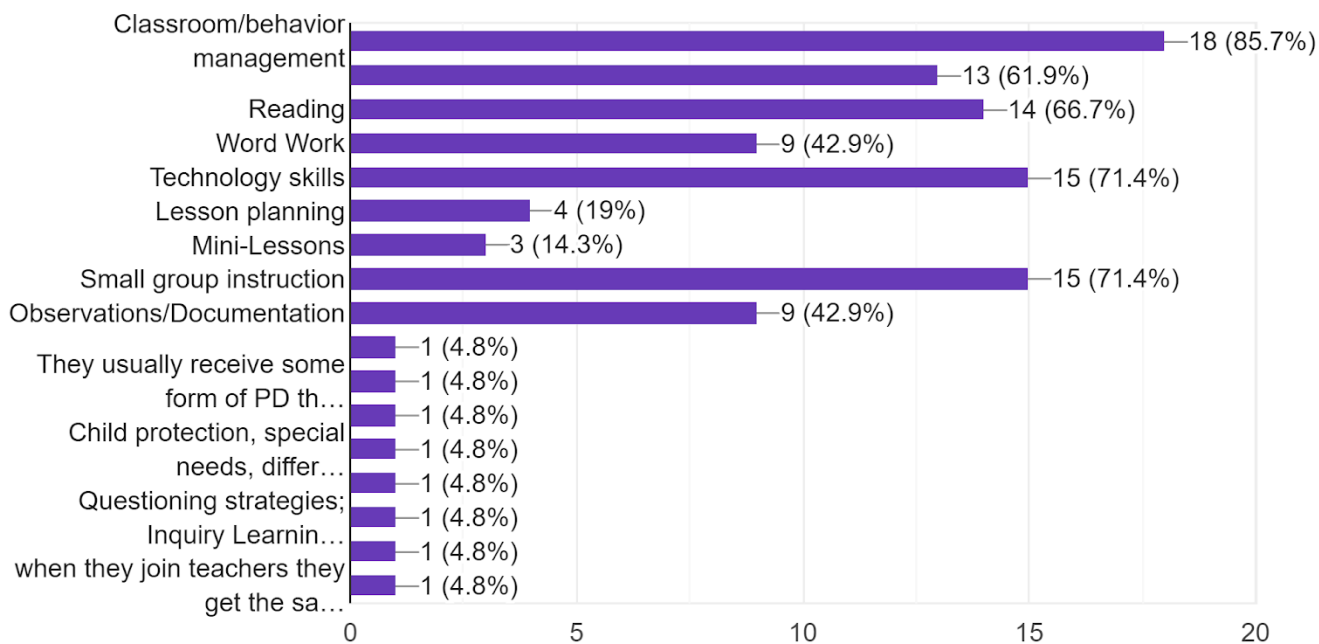
Do assistants participate in Professional Development?

21 responses



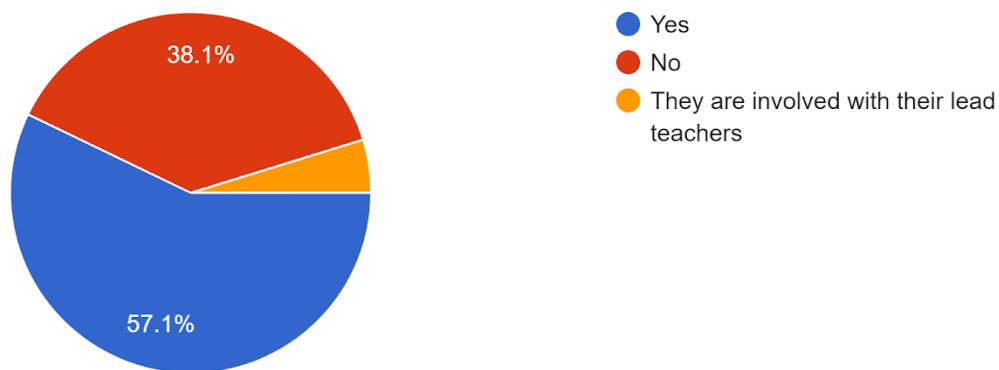
In what areas do your assistants receive PD?

21 responses



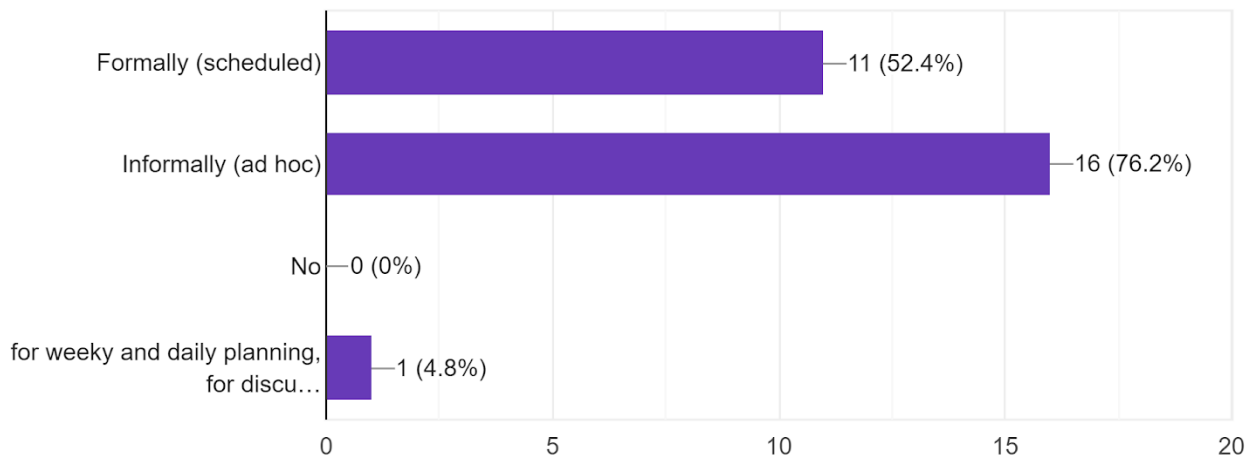
Do assistants have access to instructional coaching?

21 responses



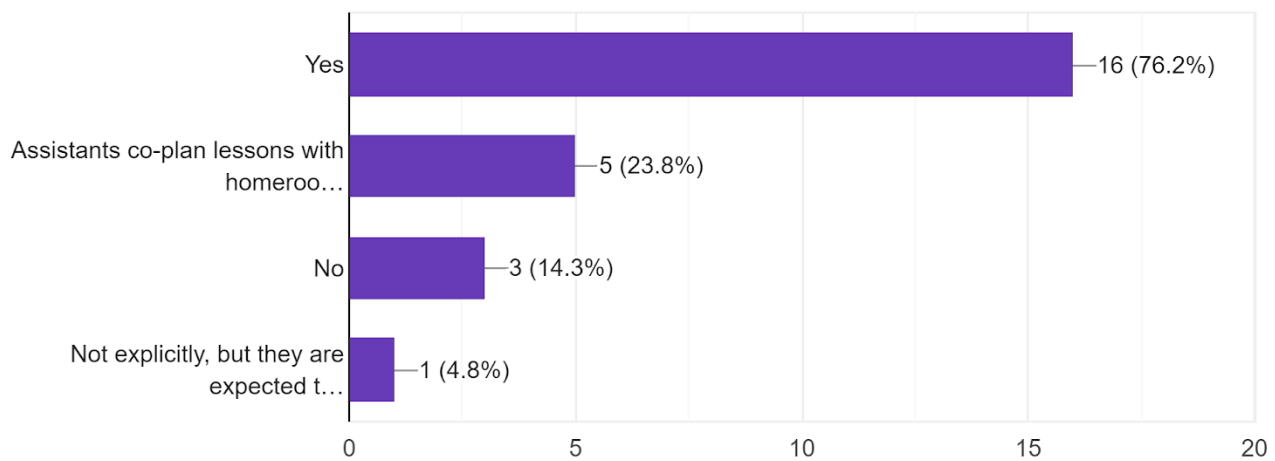
Do assistants meet regularly with homeroom teachers?

21 responses



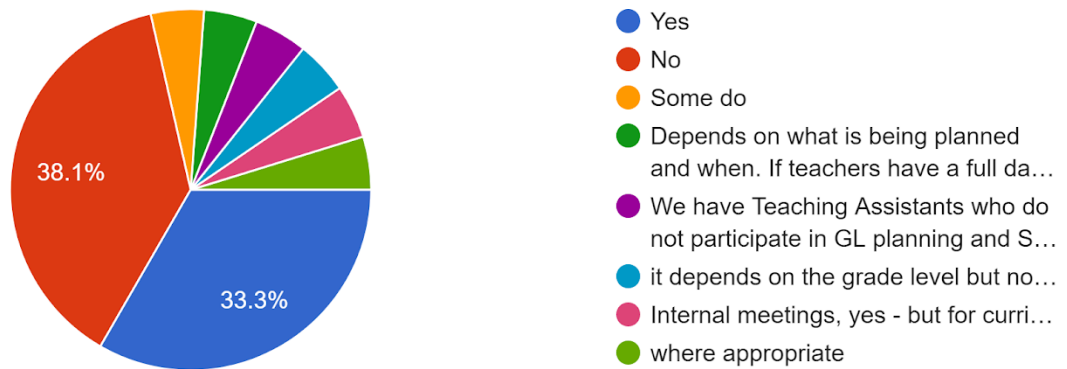
Homeroom teachers are expected to share their planning with assistants.

21 responses



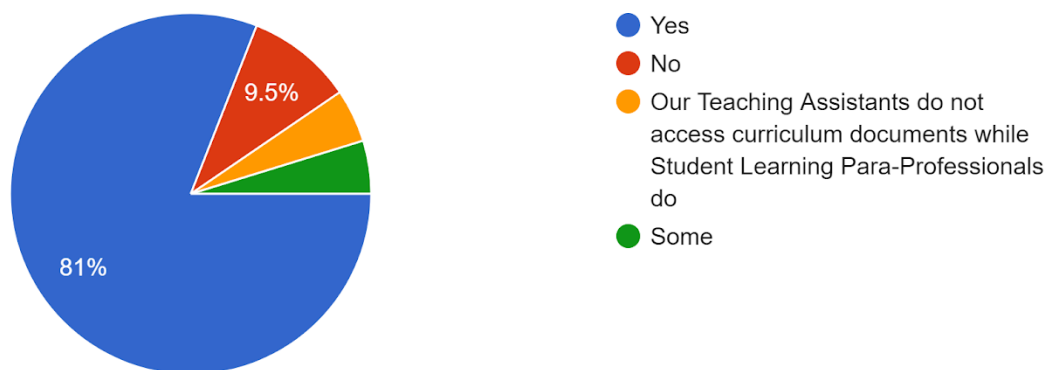
Are assistants expected to participate in grade level planning meetings?

21 responses



Assistants have access to curriculum documents (e.g., UbD's)

21 responses



What other collaborative structures exist to promote the impact of assistants on student learning? (optional)

Working within and being a valued member of a Professional Learning Community

Our TAs are an integral part of our community. They have regularly scheduled meetings with the appropriate member of the Leadership Team.

Creation of the two different roles:

Teaching assistants work with younger grades (1 per class) and cover a range of tasks, including some basic instruction and work with groups of students, but in upper grades (1 per 4 classes) exclusively support the material preparation and supervision responsibilities.

Student Learning Para-Professional work with Grades 3 to 5 (1 per 4 classes) and directly support individual, small group, and class instruction. They participate in all planning and professional learning activities but do not do any grading or reporting.

they can attend conferences if applicable

Some grades include the TAs (PK/K) in their planning so that they can observe/record/plan next learning steps.

TA- DP teacher Assistant development plan co constructed with administration stepping out goals and steps to reach goals. This includes accessing mentors/ pd etc.

Teaching Assistant Agreements

Our year starts with face to face meetings between teachers and assistants to establish norms. Teachers plan with assistants and are expected to actively plan for assistant participation in lessons. This includes giving specific instructions and training to ensure that assistants know how to work with students on specific tasks

What other opportunities does your school offer to advance assistants professionally? (optional)

Financial aid to study in the university
Professional Learning sessions specifically for assistants every month.
Unified the job description so they are now expected to meet the same criteria as teachers
They have opportunities to apply for Support Staff PD funding.
Teaching assistants who demonstrate a strong desire and ability to work directly in the area of instruction are selected to become Student Learning Para-Professionals.
Sponsored traineeships leading to full teacher status (a public-private partnership initiative)
Job alike sessions with other schools; PLC specifically for assistants
Assistant teachers have access to the same amount of PD funds as lead teachers
They get a PD Allowance that they can use to support their goals.
Access to PD via same process as other staff
time with our consultants, training with other teachers during episodic opportunities
mentoring and "student teaching" opportunities for those completing or having completed a degree program but still not FT teachers. Sometimes PD (targeted) for those transitioning into teaching positions.
Our Assistants are able to apply for Professional Development the same as class teachers. We offer training to all assistants, tailored for them and the whole school INSET caters to their roles as well. Many of our assistants are still studying and flexibility is offered when needed to ensure they can complete their educational requirements. many of our assistants do go on to other roles within the school and we encourage the pursuit of alternative employment.

Who supervises assistants? What does this look like? (optional)

Principal
Homeroom teacher
Principals, it is similar to faculty but without the curricular expectations
Teacher, Head of Grade, Principal
The lead teacher, the principal
Teachers supervise their own assistants and write their review at the end of the year.
Teachers - there is a formal growth and appraisal rubric and process. The TAs were part of the development of this rubric which mirrors what the teachers and principals have as well.
Homeroom teacher informally, principal formally
Elementary Assistant Principal
Teachers, Assistant leader, assistant principal and principal
Assistant Principals (formal evaluation) and Homeroom Teachers (feedback)
Homeroom teachers and Level Coordinators. Informal and formal observations and reports. Annual appraisal by the Principal.
ES Vice Principal (me)
Our Assistant Principal - goal setting, observations, coaching meetings
Assistant Principals but final evaluations are done in conjunction with TAs and the teachers they work with.
the deputy Principal as front the principal as seconder
Assistant Principals
We have a Head Learning Assistant who meets with them regularly. In addition I meet with the Head Assistant on a regular basis. Obviously class teachers manage the day to day supervision of assistants but we do have a full structure to support them in school.

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